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ABSTRACT

This report describes activities of the Student Support Services Program at Wichita State University (Kansas) during 1997-1998, the second year of a five-year federal grant. The program is designed to meet the special needs of limited-income and first-generation college students, and includes study-skill development, peer tutoring, and academic and personal counseling. Text, tables, figures, photos, meeting agendas, flow charts, questionnaires, and forms are organized into the following broad sections: program overview, the tutorial component, the educational activities and communication component, and the tracking and evaluation component. Among the specific items included are the following: mission statement, process chart of student support services, organizational framework, professional development and training, tutorial component process chart, tutor orientation and training, the book loan library program, the 19th annual cultural spring fling, the program newsletter, a marketing summary, ethnicity table, evaluation of program services, results of tutor perception survey, and results of educational needs survey. (DB)

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STUDENT
SUPPORT
SERVICES

TRIO

ED 423 782

Program Overview and Performance

FALL 1997 SPRING 1998 SUMMER 1998

Deema de Silva, PhD.
Director

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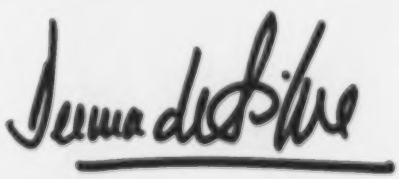
FOREWORD

I have the honor of presenting to you the Annual Student Support Services Program Overview and Performance Report, for 1997-1998. I proudly present a true team effort with each Coordinator presenting a report of their component. I am pleased to say that Student Support Services continues to achieve performance and outcome based objectives to pursue our common vision of supporting the persistence and retention of first-generation, limited income college students at Wichita State University. This report documents the 2nd year of the 1997-2001 grant cycle. This year has resulted in increases in graduation of our students, and others moving into obtaining post-graduate degrees. We find that we have made a difference in the lives of each student that has been associated with the Program. As originally envisioned, the Student Support Services Program was a joint development of the university and the program. While students, staff and the campus community work together, during the rich fellowship enjoyed at Student Support Services gatherings, we also shared experiences of struggling together throughout the years. We are happy that we have received funding, for the new grant cycle: $278,198 for the next year. We are also, celebrating the fact that Wichita State University's Student Support Services Program received the highest funding in the state of Kansas.

This year, we have received the Marti Farha Ammar Endowed Scholarship, the sixth consecutive endowed scholarship we have received. This award was announced at the Nineteenth Annual SSS Recognition and Awards Banquet May 6, 1998.

I am proud to present this annual SSS Overview and Performance Report to you.



Deema de Silva, Ph.D
Assistant Professor & Director, Student Support Services

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Part

1

Program Overview

Mission Statement

Program Philosophy

Process Chart of Student Support Services

Operational and Unifying Principles

Total Quality Management

Organizational Framework

Professional Development and Training

Campus Public Relations

Tutoring Techniques

Mission Statement

Student Support Services (SSS) provides limited income and first generation college students with a multiplicity of academic support services enabling students to persist and graduate from Wichita State University.

The Program provides an interconnected series of academic support services: study skill development to achieve academic success, peer tutoring to master course content, academic and personal counseling to build confidence, degree planning with intentionality for student graduation, enter graduate or professional school.

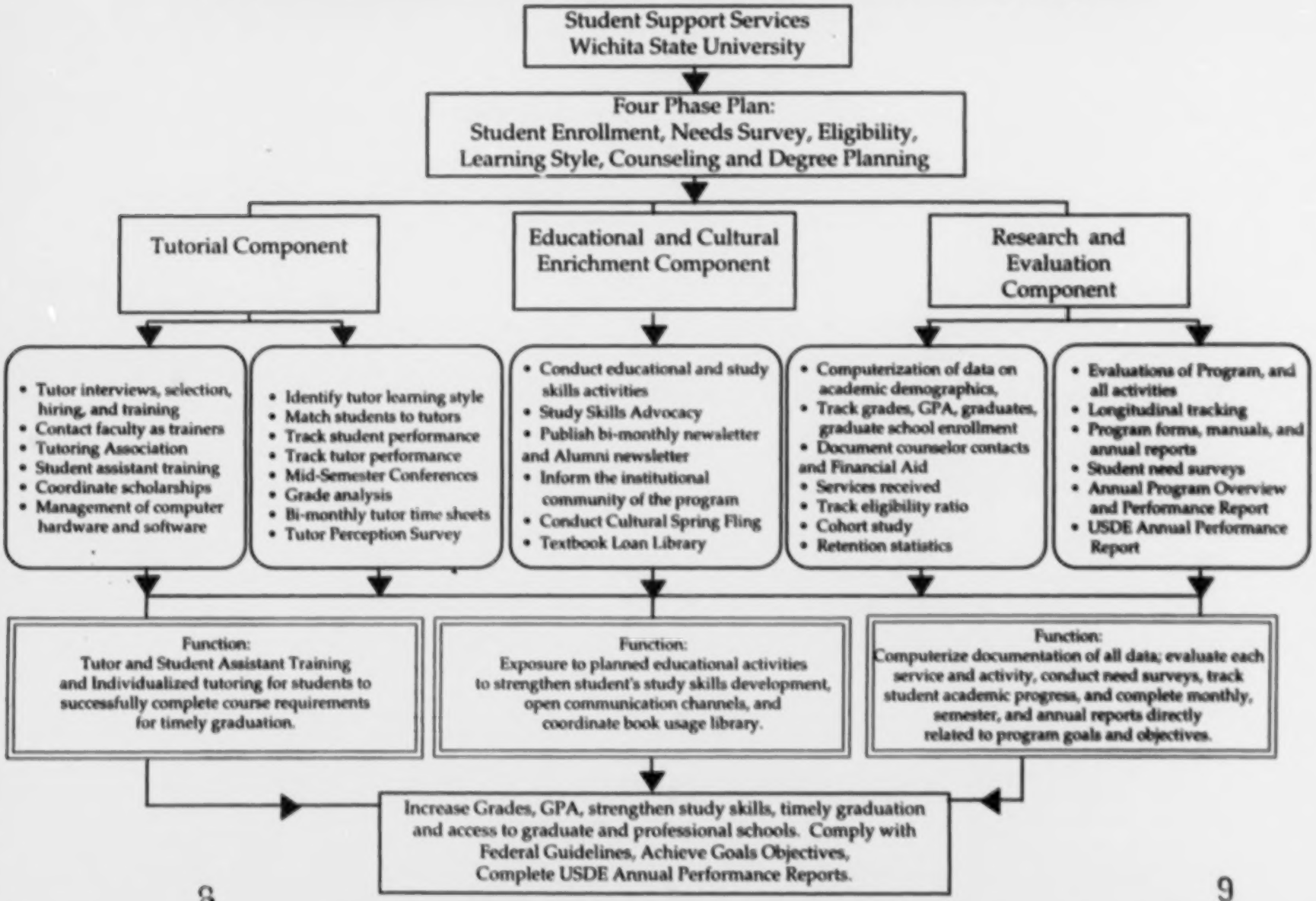
Program Philosophy

The mission statement on the preceding page represents the philosophy of the Student Support Services Program. SSS aspires to assist eligible students to experience academic success in addition to growth in self-confidence and cultural awareness. The ultimate goal is to assist students to graduate with a baccalaureate degree from Wichita State University.

The services offered to students provide the basis for a successful education. Individualized tutoring academic advising and counseling are the two main services used by students in the Program. Personal counseling, financial aid information, career planning, graduate school counseling and study skills development are also offered to enrolled students. Students extensively use the Textbook Loan Library and free typewriter and computer usage. Students can qualify for scholarships offered through the Program. The many cultural and educational enrichment activities for students to participate continue to enrich students lives. All these services and activities are evaluated on an on-going basis through data collection and statistical analysis of evaluations. The feedback received, is used for the continuous improvement of Program services.

Wichita State University established the SSS, Project TOGETHER, in 1970 with federal funding from the Office of Education. The SSS Program has experienced many changes over the years, including the name change to Operation Success. The Program is now divided into three separate components each with clearly defined roles: the Tutorial and Training Component, the Educational Activities and Communication Component, and the Tracking and Evaluation Component. Each component is mutually supportive of the other components, providing for a well-balanced and integrated Program that meets the needs of students. The Process Chart of SSS and the operational and unifying principles are on the following pages.

Process Chart of Student Support Services Program


Student Support Services
Wichita State University
Four Phase Plan:
Student Enrollment, Needs Survey, Eligibility,
Learning Style, Counseling and Degree Planning
Tutorial Component
Educational and Cultural Enrichment Component
Research and Evaluation Component
• Tutor interviews, selection, hiring, and training
• Contact faculty as trainers
• Tutoring Association
• Student assistant training
• Coordinate scholarships
• Management of computer hardware and software
• Identify tutor learning style
• Match students to tutors
• Track student performance
• Track tutor performance
• Mid-Semester Conferences
• Grade analysis
• Bi-monthly tutor time sheets
• Tutor Perception Survey
• Conduct educational and study skills activities
• Study Skills Advocacy
• Publish bi-monthly newsletter and Alumni newsletter
• Inform the institutional community of the program
• Conduct Cultural Spring Fling
• Textbook Loan Library
• Computerization of data on academic demographics,
• Track grades, GPA, graduates, graduate school enrollment
• Document counselor contacts and Financial Aid
• Services received
• Track eligibility ratio
• Cohort study
• Retention statistics
• Evaluations of Program, and all activities
• Longitudinal tracking
• Program forms, manuals, and annual reports
• Student need surveys
• Annual Program Overview and Performance Report
• USDE Annual Performance Report
Function:
Tutor and Student Assistant Training and Individualized tutoring for students to successfully complete course requirements for timely graduation.
Function:
Exposure to planned educational activities to strengthen student's study skills development, open communication channels, and coordinate book usage library.
Function:
Computerize documentation of all data; evaluate each service and activity, conduct need surveys, track student academic progress, and complete monthly, semester, and annual reports directly related to program goals and objectives.
Increase Grades, GPA, strengthen study skills, timely graduation and access to graduate and professional schools. Comply with Federal Guidelines, Achieve Goals Objectives, Complete USDE Annual Performance Reports.

Operational and Unifying Principles

- Promote academic achievement
- Respect people of all cultures
- Empower one another
- Foster growth in self-esteem
- Encourage open communication
- Reserve the right to be human
- Exercise team leadership
- Achieve goals through quality management
- Promote personal and professional development

Total Quality Management

With student performance and graduation as the primary focuses, Student Support Services Program utilizes a well-defined system guided by a mission statement with specific goals and objectives. These elements direct all aspects of Program services from student enrollment and needs assessment through tutoring, counseling, enrichment activities, evaluation, and planning activities. The system works to provide a framework for accountability, statistical analysis, and most importantly, continuous improvement of services. Through this system, the tutorial and professional staff fully participate in ensuring fast response to the changing needs of the students that Student Support Services Program serves.

Student Support Services has been utilizing Total Quality Management (TQM) practices for the last five years. The Core Values identified by Student Support Services fall within six defined categories: a focus on student performance and satisfaction through quality service; leadership; management and human resource development, team effort; continuous improvement; on-going measurement, analysis, and evaluation; and strategic quality planning. The system of Core Value Categories is broken down into Program practices. These practices allow SSS to provide a multiplicity of academic support services to students, enabling them to persist and graduate from Wichita State University. These Core Value Categories and Program practices are identified on the next page.

Wichita State University, Student Support Services Program
Total Quality Management Value Categories

Core Value Category	Program Practice
1. Focus on Student Performance through Quality Service.....	A. Preliminary Educational Needs Survey B. Individualized **Plan** to Meet Needs C. Fast response to Student **Feedback** D. **Focus** on Increased Student Performance E. Mission: Grades, GPA, Graduation
2. Leadership.....	A. Well-defined **Mission, Goals and Objectives** B. Visible Professional Staff Involvement in **Planning, Implementation and Evaluation**
3. Employee Participation and Development, Team Effort.....	A. Initial and On-going In-service job-specific, competency based **Training** for Professional Staff and Tutorial Staff B. Well-defined **System for Communicating** Goals, Objectives and Outcomes C. Professional Staff Team and Tutorial Team Work in Unison to Assist Students Achieve Academic Success D. **Full Staff Participation** in Planning Meetings
4. Continuous Improvement and Learning.....	A. Well-defined System of Timely Internal Documentation, **Information and Analysis** B. **Committed Partnerships** with Registrar, Offices of Student Financial Planning and Assistance and Undergraduate Admissions, Computing Center and Community Resources toward **Continuously Improved** campus climate conducive to the success of first generation, limited income students C. Trace Problems to Their Roots and Eliminate the Causes
5. Results Orientation.....	A. Data Collection Designed for Longitudinal Tracking, Measurement of Student Performance, Cohort Studies, and Need Surveys B. Analysis of Feedback, Evaluation of Services to **Implement Innovative Strategies**
6. Long-Range View of the Future.....	A. Strategies Defined in **Short- and Long-Term Measurable Goals and Objectives** B. **Continuous Cycle of Planning, Implementation and Evaluation focusing to improve student academic performance and graduation**

Organizational Framework

Student Support Services Program is in the Division of Student Affairs. It is administered through the Office of the Vice President for Student Affairs: Dr. Vicky Triponey. Dr. Triponey left the university to take up a position at the University of Connecticut. Dr. Tony Ross assumed her duties and is Interim Vice President for Student Affairs. He reports to the University President and has direct input to the institutional administration.

Deltha Q. Colvin is Assistant Vice President for Student Affairs and Director of Upward Bound. She is also the Coordinator of TRIO Programs. She reports to the Vice President for Student Affairs.

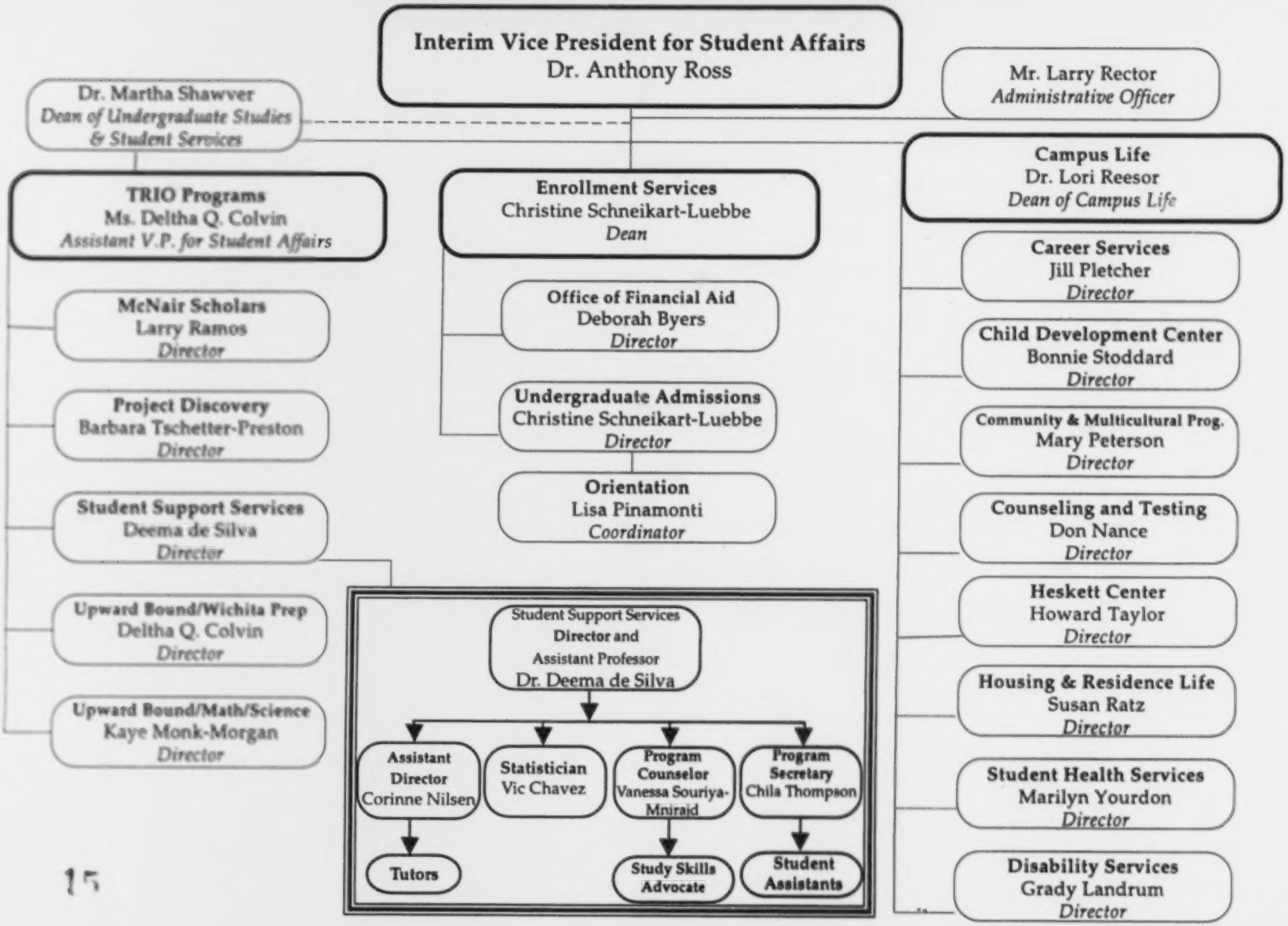
The Director of SSS, Dr. Deema de Silva, is responsible for the management of the Program and reports to the Assistant Vice President for Student Affairs. The Assistant Director and Coordinator of Tutorial and Training Component, Corinne Nilsen, Program Counselor and Coordinator of Educational Activities and Communication Component, David Frerichs, Statistician and Coordinator of the Tracking and Evaluation Component, Vic Chavez, and Program Secretary Hercilia Thompson all report to the Program Director. The Tutorial staff are supervised by the Assistant Director. The Student Assistants report to the Program Secretary.

David Frerichs resigned his position effective July 11, 1998. A search process was initiated, position advertized and interviews conducted June 8 and 9th. After the consultation with the interview panel and Affirmative Action office, Vanessa Souriya was chosen as the successor. She commenced July 6 as Program Counselor.

Power, knowledge, information and rewards are moved downward in the organization. The Director empowers each member of the professional staff, each staff member empowers the Tutors, who in turn, continually empower the students. This results in the delivery of quality academic services to students. Through this system, all persons fully participate in ensuring fast response to the changing needs of the students.

The organizational chart for the Student Support Services Program is on the next page.

WSU Division of Student Affairs



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Professional Development and Training

The importance of staff participation in national, regional, and local professional activities is emphasized at Student Support Services. Staff members make presentations at conferences, workshops, and academic and civic conferences. They also serve on committees and boards. These activities provide an opportunity for the staff to keep up-to-date on educational trends and the needs of the population that is served by SSS and to receive training that will enable the Program to develop new strategies for continuous improvement of the Program.

Tutorial staff members also receive initial and on-going training through a university course tailored for credit to provide them with the knowledge and skills needed to perform the job responsibilities of a para-professional. This training is discussed in more detail in the Tutorial Component section of this report.

The professional staff activities for 1997-1998 of the Director, Assistant Director, Program Counselor, and Statistician are included on the following pages. These are followed by reports written by staff members with descriptions of and responses to professional development activities.

Professional Development Activities of the Director Dr. Deema de Silva

Administrative Training

U.S. Department of Education/College and University Support Team (CUST), Washington, D.C., March 18, 1998.

Professional Volunteer Consultations

Headstart, Early Childhood Program, assisted to prepare for a Site Visit to assess program effectiveness, Wichita, Kansas, April 21, 1998.

"The Tutorial Process and Its Implications," University of Sydney Union, Sydney, University of Canberra, Sydney and "The Freshman Year as a First Generation college Student," The Australian National University, Canberra, Australia, February 20, February 22, 1998.

Invited Presentations at Local, Regional and National Conferences

"Intercultural Communication Power and its Role in International Business," Cultures and Sustainable Development for Humankind in the 21st Century, 14th International congress of Anthropological and Ethnological Sciences, (ICAES) Williamsburg, Virginia, July 25, 1998.

Consultant and Trainer, University of Western Kentucky Training Grant Authority: for new Directors and TRIO Professional, Marriott Hotel, Boca Raton, Florida, April 26-May 3, 1998; April 21-25, 1997.

"Implications of GPRA in the 21st Century for TRIO Programs," Missouri-Kansas-Nebraska Chapter Annual Spring Conference, Kansas City, Missouri, April 15-17, 1998.

"Doctoral Tenets: Event Control," McNair Program, Wichita State University, Wichita, Kansas, April 11, 1998.

"Intercultural Communication Power and its Role in International Business," 75th Anniversary Meeting, Central State Anthropological Society Cultures and Sustainable Development for Humankind in the 21st Century, Kansas City, Kansas, April 2-5, 1998.

"Managers' Tools for Planning, Supervising, and Organizing the TRIO office," 20th Annual WESTOP Conference, Honolulu, Hawaii, February 23, 1998.

"Successful Retention Strategies Implemented by the Student Support Services Program," presented to the Retention Committee at Wichita State University, November 25, 1997.

"Difference to Difference - Intercultural Communication," Student Affairs Staff Development Training, Wichita State University, November 19, 1997.

Attended Annual Conference of Mid-America Association of Opportunity Program Personnel (MAEOPP), Fontana, Wisconsin, November 9-13, 1997.

Attended National Council of Educational Opportunity Association Policy Seminar, Washington, D.C., March 15-16, 1998.

<u>Wichita State University Committee Membership</u>

1997-1998: Unclassified Professional Grievance - Committee: Unclassified Professional Senate, Wichita State University.

1997-1998: Member, Wichita State University Service Council:
To improve Campus Climate

1997-1998: Member of Masters Thesis committee for three students completing Masters degrees in Anthropology: Ms. Xi Li; Mr. Steve Turner and Ms. Dawn O'Shea.

Chairing, Organizing and Coordinating Professional Forums

1980-Present: Plan, organize and coordinate the Annual Recognition Banquet, (first through 19th annual) Student Support Services, Wichita State University, Wichita, Kansas.

March 17, 1998: Member of Kansas delegation on TRIO Education at Congressional Breakfast, Washington, D.C.

February 23, 1998: National TRIO Day Celebrations - SSS Program in coordination with other Wichita State University TRIO Programs, Wichita State University, Wichita, Kansas.

Guest Lecturer at Wichita State University, Wichita, Kansas, on the following topics:

"Culture and Business," Executive MBA Seminar, April 18, 1998.

"Leadership Techniques for Women," (WOM S 635), April 8, 1998.

"Strategies to be an Effective Global Manager," (MGMT 600), February 18, 1998.

"Impact of culture on International Marketing," (MKT 601), February 18, 1998.

"Marketing to Cultures that have Individualist and Group Orientation," (MKT 601), September 29, 1997.

"Policy Issues and Working Women in Sri Lanka," (WOM S 391), September 17, 1997.

Memberships and Offices Held in the Following Organizations

Member, National Tutoring Association, 1992-1998

Mid-America Association of Educational Opportunity Program Personnel (MAEOPP)

Regional Director, Southeast, Independent Scholars of Asia, Inc., Berkeley, California.

Member, Intercultural Society for Intercultural Education Training and Research (SIETAR).

Member, Central States Anthropological Society.

Community Service

Member, Executive Board of Directors, World Trade Council of Wichita; Chair of Publications and Editor of Directory 1997-1998.

Teaching

Teach CESP 750E, "Tutoring Techniques for Student Support Services Tutors, College of Education, Wichita State University.

"Transcultural Communications and Peace," Wichita State University, Peace and War Global Issues (LAS 300G).

Professional Development Activities of the Assistant Director/Program Counselor, Corinne Nilsen

Conferences:

Mid-America Association of Educational Opportunity Program Personnel. 23rd Annual Conference (MAEOPP), "TRIO Programs: In Pursuit of Excellence," November 9-12, 1997, Fontana, Wisconsin.

MO-KAN-NE Chapter of MAEOPP 20th Annual Conference, "Celebrating TRIO's Role as an Agent of Change in our Communities," April 15-17, 1998, Kansas City, Missouri.

Presentations:

December 3, 1997: "Student Support Services Program and Learning Styles," to University College UC100A Returning Adults class, Wichita State University, Wichita, Kansas.

January 28, 1998: "Student Support Services Program and Learning Styles," to University College UC100A Returning Adults, UC 102 Topics in Career Exploration and Math 011 Beginning Algebra courses, Wichita State University, Wichita, Kansas.

Committees:

Evaluation Committee Chair, MO-KAN-NE Chapter of MAEOPP 20th Annual Conference, April-July 1998.

Mass Media/Technology Committee member, MO-KAN-NE Chapter of MAEOPP, January 1997-July 1998.

University Retention Committee member 97-98, Wichita State University, Wichita, Kansas.

Student Affairs Staff Development Committee Member 97-98, Wichita State University, Wichita, Kansas.

Faculty Advisor 97-98, Wichita State University Tutoring Association, Wichita State University, Wichita, Kansas.

Professional Affiliation:

Mid-America Association of Educational Opportunity Program Personnel, MO-KAN-NE Chapter, active member.

National Tutoring Association, active group member.

Response to the
MO-KAN-NE Chapter of MAEOPP
20th Annual Conference
April 15-17, 1998
Kansas City, Missouri
By Corinne Nilsen

The theme for this conference was "Celebrating TRIO's Role as an Agent of Change in Our Communities" and workshops were provided on a variety of topics.

Prior to the opening session, I attended a meeting of the Mass Media/Technology Committee. We discussed the need for a MO-KAN-NE web page. Everyone agreed to give Jon Ramirez, chairperson, input and he would have his secretary put together the page. We agreed to meet after the conference to finalize some ideas we each had about ways to provide information about MO-KAN NE and TRIO to our communities.

During the opening session of the 20th Annual MO-KAN-NE Spring Conference, Jan Rosenblum, Assistant Director, Educational Opportunity Center, Metropolitan Community Colleges, introduced Lin Appling, Executive Deputy Secretary of State, State of Missouri. Mr. Appling spoke of his experience with TRIO programs and how they encouraged him to be the person he was today.

Our other speaker for the opening session was J. Guadalupe Valtierra, Director of Student Services, Ivy Tech State College NW. Mr. Valtierra is also the past president of NCEOA. He spoke about future changes in TRIO and how each members has the chance to make a difference in our governments decisions. Mr. Valtierra also briefly covered the changing of the NCEOA name.

After the opening plenary session, I attended the Student Support Services round table session, moderated by Dr. Gail Zeller, Director of Student Support Services, University of Nebraska Kearney. New SSS programs were introduced and lots of ideas were exchanged.

After this, I attended the Kansas State Meeting moderated by Lee Stephenson, Kansas Representative. The Washington trip and breakfast was discussed. Volunteers and new ideas were gathered for the next breakfast.

I served as the chairperson for the Evaluations Committee, for the 20th Annual MO-KAN-NE Spring Conference. As chairperson, I attended the Moderators meeting to explain the evaluations to each of the moderators and the process of the overall conference evaluation. I also passed out packets of evaluations for each individual session.

For the evening activity, a chartered bus took attendees to Kansas City's historic River Market area and downtown 8th street. Both locations featured jazz venues and a number of options for dining.

The next morning, I attended the MO-KAN-NE breakfast business meeting. President Trudi Benjamin, Director of Student Support Services, Emporia State University, presided. During the morning sessions, I handed out and collected MO-KAN-NE evaluations for each concurrent session.

After lunch, I attended the concurrent session on "What kind of learner are you?" presented by Lee Stephenson, Director of Student Support Services at Donnelly College. This session discussed different learning styles and preferences. It gives students, particularly those who have academic deficiencies, a greater sense of control to know something about themselves as learners, especially since many instructors teach to their own learning style.
After that session I moderated for the "Managing in the 21st Century: Implications of GPRA for TRIO" session presented by Dr. Deema de Silva, Director of Student Support Services at Wichita State University. GPRA (Government Performance and Results Act of 1993) is an Act to provide for the establishment of strategic planning and performance measurement in the Federal Government and Federal Programs such as TRIO. This session discussed the U.S. Department of Education's strategic plan, goals and objectives and how they effect our programs. Several handouts were used and a discussion was held with the participants.

In the evening, I attended the President's Reception and the MO KAN-NE Conference banquet. Dr. Arnold Mitchem, NCEOA, was the keynote speaker. Dr. Mitchem spoke about the history of TRIO and the future goals of the NCEOA. New TRIO programs in the MO-KAN-NE chapter were presented with plaques from the chapter president, Trudi Benjamin.

The next morning at the closing breakfast, MAEOPP President-elect Denise Lloyd-McDowell, introduced the closing speaker, Jonathan McKenzie, MAEOPP President. Jonathan spoke to the membership about the goals of MAEOPP, his presidency and what he sees for the future of MAEOPP and TRIO. Michelle LeSourd, Area Representative from the U.S. Department of Education also spoke about new initiatives that the Department is implementing to support GPRA.

The Spring conference was then adjourned.

As the conference adjourned, I collected evaluations from members as they were departing.

After the conference I met with the Mass Media/Technology Committee to discuss the MO-KAN-NE homepage.

Professional Development Activities of the Program Counselor, David Frerichs

Conferences and Training

"State of Education" teleconference with U.S. Secretary of Education Richard Riley, February 17, 1998, WSU, Wichita, Kansas.

MO-KAN-NE 20th Annual Spring Conference, "Celebrating TRIO's Role as an Agent of Change in Our Communities." April 15-17, 1998, Kansas City, Missouri.

Other Activities

Grow Your Own Teacher mentor, USD 259, Wichita, Kansas.

December Graduate Reception Planning Committee, WSU, Fall 1997.

Distinguished Scholar Invitational, faculty observer, November 8, 1998.

Emergency Building Coordinator, WSU, Grace Wilkie Hall.

Professional Affiliation

Mid-America Association of Educational Opportunity Program Personnel, MO-KAN-NE Chapter, active member.

Response to the MO-KAN-NE Chapter of MAEOPP
20th Annual Conference
April 15-17, 1998
Kansas City, Missouri
By David Frerichs

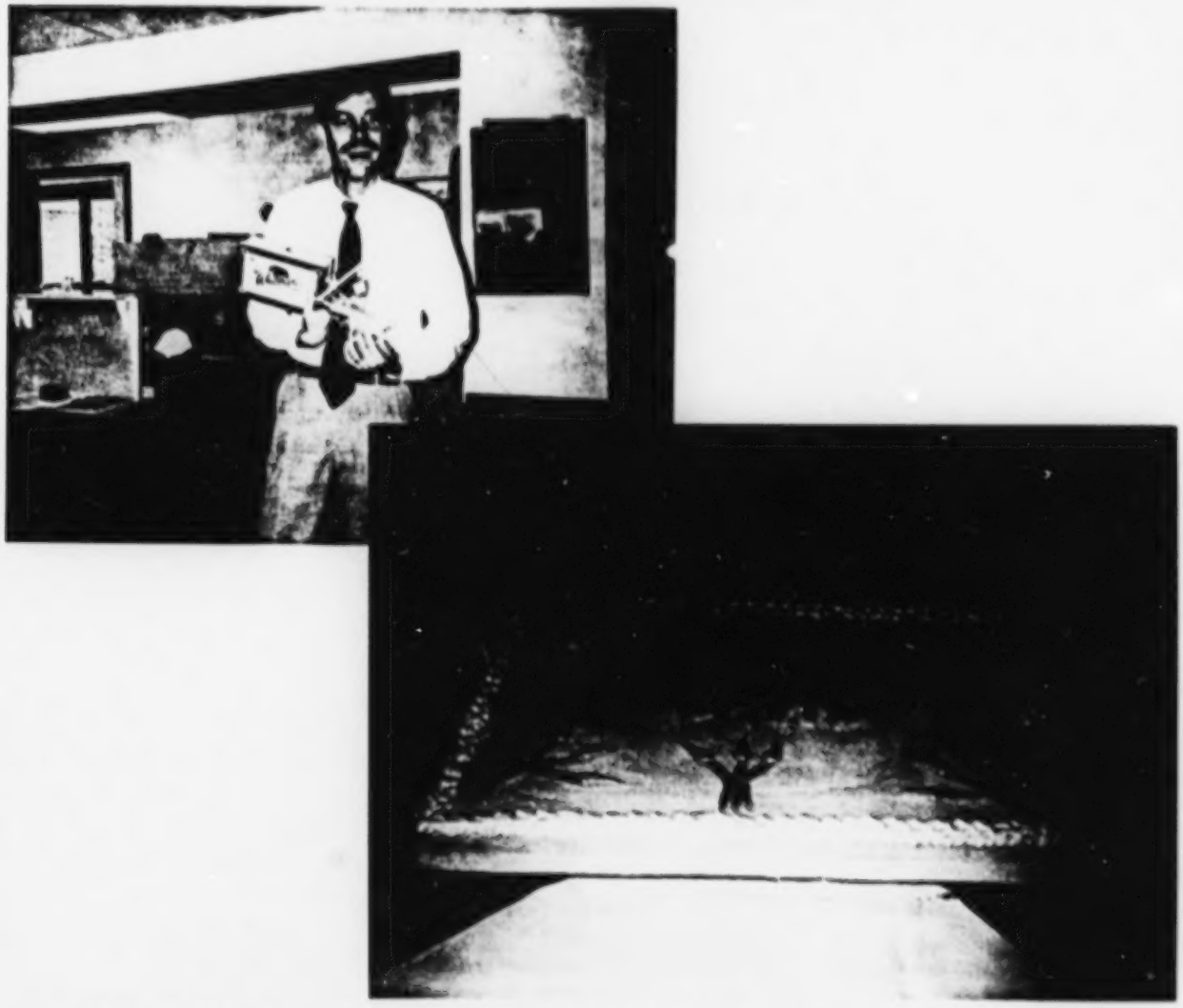
The theme of the conference was "Celebrating TRIO's Role as an Agent of Change in Our Communities." The celebration revolved around TRIO's and MO-KAN-NE's longstanding effort to bring educational opportunity to first generation college students and students from low-income backgrounds. The conference began with proclamations from the mayor of Kansas City, Missouri and the Governor of Missouri. J. Guadalupe Valtierra, Past President of NCEOA, spoke about the work of TRIO and the challenges ahead for professionals working with TRIO-eligible students. The conference featured round table discussions for each program. For the 4-year SSS programs, concerns about database software and reporting were the focus. The first day closed with state meetings where representatives of Kansas described efforts to meet with and educate the congressional delegation.

I attended a session on suburban gangs. Detective Jesse Rollwagen presented an overview on criminal youth gangs. Topics include gang slang, myths about suburban gangs, a profile of a gang member, history of

gang nations, gang structure and graffiti recognition.

The session, "As an Agent of Change: How to effectively Access and Impact Our Congressional Delegation," offered a panel of speakers with a variety of ideas about communicating effectively with representatives and senators. The intent was to improve our sense of importance for continuing dialogue with congressional representatives.

At the banquet Arnold Mitchem, Executive Director of NCEOA, offered perspectives on legislative challenges to prior experience points, the history of authorization for TRIO Programs and next steps for the TRIO community. The closing session brought MAEOPP President Jonathan McKenzie to the podium. Michelle LeSourd, Area Representative for the Education Department, offered insights into transitions in the department. She also identified strategies for addressing the increasing accountability requirements.



On July 10, 1998, SSS said goodbye to David Frerichs, longtime Program Counselor, who left the program to pursue an advanced degree.

Professional Development Activities of the Statistician/Program Counselor, Vic Chavez

Conferences:
Association on Higher Education And Disabilities (AHEAD), A Primer of Disability Service within TRIO Programs, February 12-16, 1998,Los Angeles, CA

MO-KAN-NE Chapter of MAEOPP 20th Annual Conference, "Celebrating TRIO's Role as an Agent of Change in our Communities," April 15-17, 1998, Kansas City, Missouri.

Other Activities
National Association of Student Personnel Administrators Mentor

Greek Man and Woman of the Year Competition, Judge, March 14, 1998

Hippodrome Judge, April 17,1998.

Professional Affiliation
Mid-America Association of Educational Opportunity Program Personnel, MO-KAN-NE Chapter, active member.

Response to
Association on Higher Education And Disabilities (AHEAD)
A Primer of Disability Service within TRIO Programs
February 12-16, 1998
Los Angeles, CA
by Vic Chavez

Two years ago, I was given the opportunity to attend my first AHEAD conference in Columbus, OH; it provided an excellent introduction to the complex arena of disability services. This conference was held at the Torrance, CA, Marriott and built upon the previous workshop appropriately. Carol D'Souza of the University of Massachusetts was the key presenter for most of the conference. She is knowledgeable and respected in the area of disabilities and has served as a consultant in this area for universities and businesses that have had situations arise involving individuals with disabilities. Her particular area of expertise is in the area of the legal responsibilities of universities and companies to individuals with disabilities. Roderick Jungbauer, the current Chairman of AHEAD, and David Watson of the Rochester Institute of Technology also presented during the conference.

The workshop began with discussion of requirements, limitations and the intentions of the American Disabilities Act and Section 504 of the Rehabilitation Act of 1973; it consisted of eight primary emphasis areas: Acquired brain injury, Attention deficit disorders, Learning Disabilities, Multiple Chemical Sensitivity, Psychological Disorders, Substance Abuse, Chronic Health Impairments and HIV/AIDS. These topics of discussion were dealt with in terms of (1) Various means of Accommodation, (2) Limits of Accommodation and (3)Accommodations required

by Law. The workshop format consisted of lectures, formal presentations, video presentations, group discussions, and handout materials. The dilemma of how to acquire appropriate accommodations for a disabled student while simultaneously protecting the confidentiality of that student was discussed in depth. I particularly enjoyed the group discussions because the tremendous amounts of information held by the other participants who were, in many cases, dealing with the issues we were discussing. This information combined with the presented material, gave the lectures and handouts an immediate application and brought many issues out into the open that would not have been discussed otherwise.

In addition to discussions on the above topics, we were also given the opportunity to inspect the entire hotel for accessibility factors; when we were finished, we gave that report to the hotel manager.

This AHEAD workshop was one of the most informative conferences I have attended and has broadened my knowledge base regarding students and individuals with disabilities. Because of this knowledge, I feel more comfortable with the process of serving students with disabilities. Such training is crucial to the TRIO counselor/professional because of the diverse populations that they work with. This includes minorities, returning adult students, women, and individuals with disabilities. When the law changes as they pertain to eligible students so must our understanding of the services that TRIO programs provide. The services must be able to meet the special needs of students and be flexible enough to reach students who need accommodations to ensure accessibility to our program. Counselors responsible for assessing the academic needs of students and developing individual educational plans should be cognizant of the rights that pertain to students and the laws that exist ensuring that students have access to receive an education. The training that I was fortunate enough to have been selected for assisted me to learn about these specific issues.

Campus Public Relations

Student Support Services uses a variety of methods to provide publicity for the Program on campus. Letters are sent to various campus departments making instructors aware of the services offered. Instructors are encouraged to make their students aware of services and to refer students who need tutoring. Program information is posted throughout the campus on all bulletin boards and specifically in the Campus Activities Center where students congregate. During registration and the Freshman Fair, the Program has a table where staff can discuss the support services available to students. A table-top display has been developed and materials such as flyers, brochures, and bookmarks are displayed and distributed.

The Student Support Services Newsletter is published eight times a year and distributed to students, faculty members, and community organizations. The newsletter features Program graduates, scholarship winners, the Student Support Services Honor Roll, academic and career-related activities, a calendar of Program and university-wide activities, enrollment periods and availability of financial aid. Articles about the Student Support Services Program have appeared in the campus newspaper The Sunflower. Other campus-wide publications such as Inside WSU, the Newsletter of the Division of Student Affairs, The Parents Newsletter (designed for incoming freshmen), and the city newspaper-The Wichita Eagle, have featured Program scholarship winners, cultural activities, services offered, and staff involvement. In addition, the SSS Program publishes an annual report which is distributed to selected administrators and faculty.

Tutoring Techniques

CESP 750E, Tutoring Techniques, taught by Dr. Deema de Silva, Director is designed to train tutors to assist first generation college students from limited income backgrounds to succeed in college. Training and assignments are focussed on learning skills to effectively meet the varying needs of students who are assisted through the Student Support Services Program. Emphasis is placed on understanding the fundamental principles of peer tutoring, such as the development of study skills and the identification and incorporation of learning styles into the learning process. Tutors will develop their leadership and communication skills, gain experience through working with individuals from a variety of cultures, understand the concept and meaning of invitationality, learn time and stress management strategies, develop organization skills, and adapt priority management techniques.

Course outlines for Fall 1997 and Spring 1998 are on the pages after the Newsletter.

INSTRUCTOR: Dr. Deema de Silva, Director and Assistant Professor, Student Support Services

OFFICE: Student Support Services, Rm 309 Grace Wilkie, Phone 978-3715

OFFICE HOURS: By appointment - call Secretary, Ms. Thompson for an appointment

TO: Tutors enrolled in CESP 750E, Tutoring Strategies Fall semester 1997

DATE: August 14, 1997

SUBJECT: Objectives and Requirements for CESP 750E for Fall 1997

Course Objectives:

The goals and objectives of the CESP 750E are defined by the skills necessary to provide effective tutorial assistance to students enrolled in Student Support Services Program. The workshop objectives are directly related to measurable objectives of Student Support Services Program, funded by the U.S. Department of Education. The main responsibility of a peer-tutor is to assist each student to understand the content area of a particular course and assist students to successfully complete their course work.

1. Through this workshop, peer tutors will have the opportunity to obtain information necessary to effectively assist students through:

    - Essential information about institutional and program policies and procedures;
    - Use of Invitational Education to motivate students;
    - Identification and incorporation of Learning Styles into the tutorial setting;
    - Study Skill Development to include managing tasks on time, textbook reading for comprehension, developing memory and notetaking skills.
    - Strategies that assist students to persist at WSU and improving grades and GPA's for students to matriculate and graduate.

2. Peer tutors will further have the opportunity to develop their leadership skills including communication skills, multi-cultural work experience, organization skills, and priority management.

Course Requirements:

1. **Attendance at every Tutor Training meeting is required as indicated in the attached schedule.** Attendance will be checked by Ms. Corinne Nilsen, Assistant Director and the Coordinator of Tutorial Services, Student Support Services. **(8 points each for a total of 32 points will be effected if tutor is late for class sessions. If for any reason you have to miss one of the training modules, you will be assigned a project, report or research assignment to make up the total number of lost points).**

2. Critique an article.
   (1) Read an article and write an article critique. The article you read should pertain to equal opportunity education, tutoring or assisting students to graduate from college from one of the following three sources - the NCEOA Journal (found in our office), The Chronicle of Higher Education (found in the Library), or Becoming a Master Student (found in the Library), The Journal of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), or the Southeastern Association of Educational Opportunity Program personnel (SAEOPP) Journal (found in our office).

   (2) The critique should be a minimum of two pages, but I place no restrictions on the length. An important section in the critique is expressing your opinion regarding relevance to the article you are critiquing to your own tutoring. You can use bullet form (•) or action words **for that section** of your critique. **(12 points) Due October 8, 1997. One point will be taken off for each day late.**

3. Read the attached article "Learning Behavior and Psychological Empowerment in Organizations," by Akira Tomioka. Focus on the model on pg. 3. Write how you would use this model to research your own cultural history for the Independent Project. **Due September 3, 1997 (12 points) One point will be taken off for each day late.**

4. **Independent Project. Write an independent research report of approximately 5 or more pages.** Research your own cultural history. What is it that makes you uniquely who you are? Your parents, grandparents, great grandparents, their values that impact you. Teachers, and significant others who have had an impact on your life. Start writing this paper at least by September 12, 1997. Submit an outline to me for approval **by September 10, 1997.**

Write a section each week as you go about doing your daily work **(30 points). Projects due November 7, 1997. For each late day, 2 points will be taken off.**

5. **The presentation date will be on November 21, 1997 (14 points).** Make sure you keep copies of your Independent Project for the **presentation on November 21 in Room 215 CAC at 3:30 PM.** The presentation will be videotaped. Your final grades will be totalled after this presentation.

Total points to be earned -	**Attend Tutor Training Workshops**	**- 32**
	Article critiques	**- 12**
	Use of Model of Empowerment	**- 12**
	for Independent Project	**- 30**
	Presentation	**- 14**
	Total	**-100**

Since this is a graded course, there is a point system to determine the letter grade. Graduate students are expected to perform at graduate level and will do an additonal project. Please discuss details with me after making an appointment with Ms. Thompson.

90 - 100 points= A	**60 - 69 points = D**
80 - 89 points = B	**under 60 points = F**
70 - 79 points = C	

Independent Project:

- Read literature and examine model in article.
- Research your own Cultural History.
- What is it that makes you uniquely who you are?
- Your parents, grandparents, great grandparents; their values that impact you.
- Teachers, significant others who have had an impact on your life.
- Using the steps in "Creating Your Own Legacy: Visions and Strategies For Personal Empowerment," Write how you are creating your own legacy according to your own cultural history. How does the philosophy of life, in combination with your legacy, impact your college life, personal and professional life.

Legacy: Your own cultural history, from where you came. Who affected your life and who you have become.

Visions: What are your dreams and goals? What kind of life do you want? What kind of career?

Strategies: How will you get there? Do you have a plan?

Empower: Preparation. Who you are important? Being who you are, and becoming conscious about yourself can help you to get where you want to go?

- Think of your position within a larger environment.
- How can your differences help you to appreciate and accept the differences of others? Understand your own cultural biases.
- How can you celebrate yourself within the vast world?
- How can you "create your own legacy and continue to celebrate it?"

Culture here is broadly defined. It is your own gender, socioeconomic background, your work world, family, your position of birth (eldest, youngest), your ethnicity, your college classification and so on.

Checklist:

Prior to making writing the research project for presentation:

Deadline Dates	
September 3	Write outline of your project using the model in hand-out.
September 10	Obtain Dr. de Silva's approval on your project outline.
November 7	Write report according to above guidelines, submit for grade on November 7, 1997.
November 21	Make presentation on Friday, November 21, 1997.

CESP 750E classes start at 3:30 pm and are held on Wednesdays (except for November 21, 1997) in the following rooms:

September 3, 1997	**314 CAC**
October 1, 1998	**Great Plains (CAC)**
November 5, 1998	**Great Plains (CAC)**
November 21, 1997	**Great Plains (CAC)**

INSTRUCTOR: Dr. Deema de Silva, Director and Assistant Professor, Student Support Services

OFFICE: Student Support Services, Rm 309 Grace Wilkie, Phone 978-3715

OFFICE HOURS: By appointment - call Secretary, Ms. Thompson for an appointment

TO: Tutors enrolled in CESP 750E, Tutoring Strategies Spring semester 1998

DATE: January 15, 1998

SUBJECT: Objectives and Requirements for CESP 750E for Spring 1998

Course Objectives:

The goals and objectives of the CESP 750E are to teach the skills necessary to provide effective tutorial assistance to students enrolled in the Student Support Services Program. The workshop objectives are directly related to measurable objectives of Student Support Services Program, funded by the U.S. Department of Education. The main responsibility of a peer-tutor is to assist each student to understand the content area of a particular course and assist students to successfully complete their course work.

1. Through this workshop, peer tutors will have the opportunity to obtain information necessary to effectively assist students through:

   - Essential information about institutional and program policies and procedures;
   - Use of Invitational Education to motivate students;
   - Identification and incorporation of Learning Styles into the tutorial setting;
   - Study Skill Development to include managing tasks on time, text book reading for comprehension, developing memorization and notetaking skills.
   - Strategies that assist students to persist at WSU and improving grades and GPA's for students to matriculate and graduate.

2. Peer tutors will further have the opportunity to develop their leadership skills including communication skills, multi-cultural work experience, organization skills, and priority management.

Course Requirements:

1. **Attendance at every Tutor Training meeting is required as indicated in the attached schedule.** Attendance will be checked by Ms. Corinne Nilsen, Assistant Director and the Coordinator of Tutorial Services, Student Support Services. **(8 points each for a total of 32 points will be effected if tutor is late for class sessions. If for any reason you have to miss one of the training modules, you will be assigned a project, report or research assignment to make up the total number of lost points.**

2. Critique an article.

(1) Read an article and write an article critique. The article you read should pertain to equal opportunity education, tutoring or assisting students to graduate from college from one of the following three sources - NCEOA Journal (found in our office), The Chronicle of Higher (found in the Library, or Becoming a Master Student (found in the Library), The Journal of the Mid-America Association of Educational Opportunity Program Personnel (MAEOP), or the Southeastern Association of Educational Opportunity Program Personnel (SAEOPP) Journal (found in our office).

The article critique should be a minimum of two pages, but I place no restrictions on the length. An important section of the critique is expressing your opinion regarding relevance to the article you are critiquing to your own tutoring. You can use bullet form (•) or action words **for that section** of your critique. **(12 points) Due February 5, 1998. One point will be taken off for each day late.**

(2) Read the attached article "Learning Behavior and Psychological Empowerment in Organizations," by Akira Tomioka. Focus on the model on pg. 3. Write how you would use this model to research your own cultural history for the Independent Project. **Due March 5, 1998 (12 points).**

(3) **Independent Project. Write an independent research report of approximately 5 or more pages.** Research your own cultural history. What is it that makes you uniquely who you are? Your parents, grandparents, great grandparents, their values that impact you. Teachers, and significant others who have had an impact on your life. Start writing this paper at least by February 25, 1998. **Submit an outline to me for approval by March 5, 1998.**

Write a section each week as you go about doing your daily work **(30 points). Projects due April 16, 1998. For each late day, 2 points will be taken off.**

(4) **<u>The presentation date will be on Thursday, April 23, 1998</u> (14 points).** Make sure you keep copies of your Independent Project for the **presentation on Thursday, April 23, 1998 in the Koch Room, 222 Grace Wilkie Hall at 3:30 PM.** The presentation will be videotaped. Your final grades will be totalled after this presentation.

Total points to be earned -	**Attend Tutor Training Workshops**	**- 32**
	Article critique	**- 12**
	Use of Model of Empowerment for Independent Project	**- 12**
	Independent Project	**- 30**
	Presentation	**- <u>14</u>**
	Total	**- <u>100</u>**

Since this is a graded course, there is a point system to determine the letter grade. Graduate students are expected to perform at graduate level and will do an additonal project. Please discuss details with me after making an appointment with Ms. Thompson.

90 - 100 points= A	**60 - 69 points = D**
80 - 89 points = B	**under 60 points = F**
70 - 79 points = C	

<u>Independent Project</u>

- Red literature and examine model in article.
- Research your own Cultural History.
- What is it that makes you uniquely who you are?
- Your parents, grandparents, great grandparents; their values that impact you.
- Teachers, significant others who have had an impact on your life.
- Using the steps in "Creating Your Own Legacy: Visions and Strategies For Personal Empowerment," Write how you are creating your own legacy according to your own cultural history. How does this philosophy of life, in combination with your legacy, impact your college life, personal and professional life.

<u>Legacy</u>: Your own cultural history, from where you came. Who affected your life and who you have become.

<u>Visions</u>: What are your dreams and goals? What kind of life do you want? What kind of career?

<u>Strategies</u>: How will you get there? Do you have a plan?

<u>Empower</u>: Preparation. Who you are is important. Being who you are, and becoming conscious about yourself can help you to get where you want to go.

- Think of your position within a larger environment.
- How can your differences help you to appreciate and accept the differences of others? Understand your own cultural biases.
- How can you celebrate yourself within the vast world?
- How can you "create your own legacy and continue to celebrate it?"

Culture here is broadly defined. It is your own gender, socio-economic background, your work world, family, your position of birth (eldest, youngest), your ethnicity, your college classification and so on.

Checklist:

Prior to making writing the research project for presentation:

Deadline Dates

March 5, 1998	Write outline of your project using the model in hand-out and obtain Dr. de Silva's approval on your project out-line.
April 16, 1998	Write Independent Project, using the approved outline and model and submit to Dr. de Silva.
April 23, 1998	Presentation of your Independent Project to the CESP 750E class

CESP 750E classes start at 3:30 PM and are held on Thursdays in the following room:

February 5, 1998	Koch Room, 222 GW
March 5, 1998	Koch Room, 222 GW
April 2, 1998	Koch Room, 222 GW
April 23, 1998	Koch Room, 222 GW

Part

2

Tutorial Component

Tutorial Component Process Chart

Selection of Tutors

Tutoring Techniques

Tutor Training

Awards and Recognition Banquet

Tutorial Staff

Tutor Orientation and Training

From the Coordinator

The Tutorial Component is the largest of the three components. Over 80% of program participants receive tutorial services. Tutorial services are what initially attract students to the Program and is the reason why many faculty members refer students to the Student Support Services program. This component has the most direct impact on the students grades, grade point average, and completion of course requirements.

The Tutorial Component consists of a staff of over thirty peer-tutors, supervised by the Coordinator of the Tutorial and Training Component. These tutors are selected based on their academic achievements, class standing, and communication skills.

All tutors have completed the CESP 750E course, *Tutoring Techniques,* which provided them with extensive training. The course requirements further developed their tutoring skills, and enhanced their own study skills.

Through evaluation of these training sessions, the training needs of the tutorial staff are constantly modified and improved. This provides for a continuous system of improvement of services to students.

With a diverse staff the Program was able to provide more areas in which tutoring could be offered. This year, courses from anthropology, art history, biology, chemistry, mathematics, geology, history, minority studies, communications, economics, accounting, physics, computer science, sociology, psychology, English, French, Spanish, and religion were tutored extensively.

With the support of university faculty, the training program for new tutors was improved to better meet the tutors' needs. Tutors became more acutely aware of learning styles, invitational learning, and study skills. As a result, students benefited more from tutorial sessions.

The Nineteenth Annual Awards and Recognition Banquet was held on May 8, 1998 at the Olive Tree Restaurant. Students and Tutors were recognized for outstanding achievements made during the 1997-1998 school year.

This component also coordinated the awarding of Program scholarships. A total of fifty-two students received program based scholarships.

One tutor maintains the Student Support Services homepage on the world wide web (WWW). All tutors are encouraged to open e-mail accounts and use this method of communication for contacting Program counselors. The Tutor homepage allows students another way to contact their tutor.

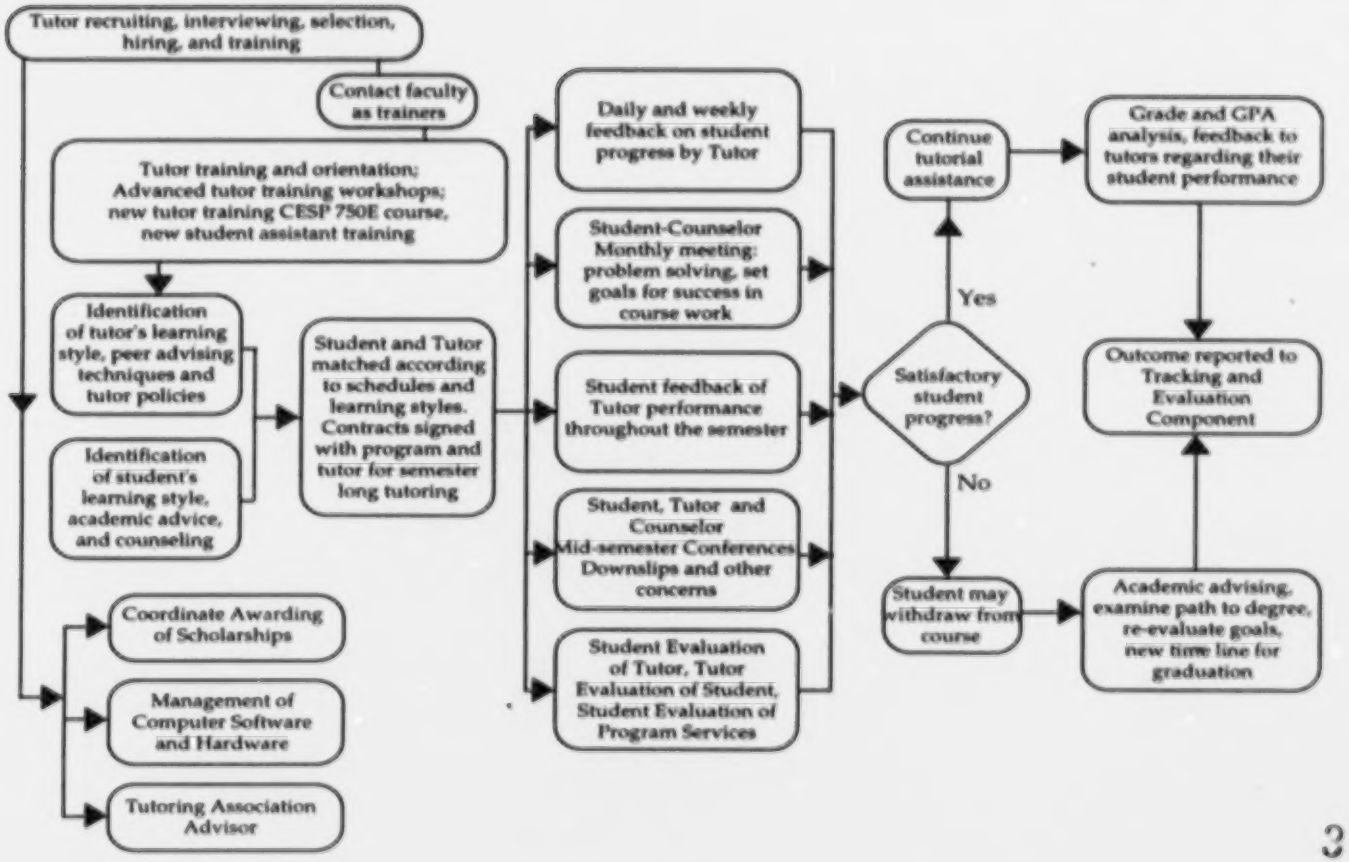
The WSU Tutoring Association marked it's third year at Wichita State University. The Assistant Director serves as their advisor.

The Process Chart of the Tutorial Component on the following page, depicts an overview of the activities of the component.

Corinne L. Nilsen

Corinne L. Nilsen
Assistant Director and
Coordinator of the Tutorial and
Training Component

Tutorial Component Process Chart


Tutor recruiting, interviewing, selection, hiring, and training
Contact faculty as trainers
Tutor training and orientation; Advanced tutor training workshops; new tutor training CESP 750E course, new student assistant training
Identification of tutor's learning style, peer advising techniques and tutor policies
Identification of student's learning style, academic advice, and counseling
Student and Tutor matched according to schedules and learning styles. Contracts signed with program and tutor for semester long tutoring
Coordinate Awarding of Scholarships
Management of Computer Software and Hardware
Tutoring Association Advisor
Daily and weekly feedback on student progress by Tutor
Student-Counselor Monthly meeting: problem solving, set goals for success in course work
Student feedback of Tutor performance throughout the semester
Student, Tutor and Counselor Mid-semester Conferences Downslips and other concerns
Student Evaluation of Tutor, Tutor Evaluation of Student, Student Evaluation of Program Services
Satisfactory student progress?
Yes
No
Continue tutorial assistance
Student may withdraw from course
Grade and GPA analysis, feedback to tutors regarding their student performance
Outcome reported to Tracking and Evaluation Component
Academic advising, examine path to degree, re-evaluate goals, new time line for graduation

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Selection of Tutors

Student Support Services recruits and selects Tutors based on their academic achievement, interpersonal communication skills, leadership abilities, and familiarity of the concerns facing low income, first generation college students, and students with disabilities. To be considered for a tutorial position, the student must have an overall grade point average of 3.0 or better in all coursework and in their major area of study; have attained at least sophomore standing; and be eligible to work as a student on campus. Students are recommended by college academic advisors, professors, WSU faculty, students, and other Tutors to apply for tutor positions. A concerted effort is made to encourage program participants to apply because of their first-hand knowledge of the program and the concerns facing low income and first generation college students.

Tutoring Techniques

After selection, new Tutors must undergo a comprehensive training program which orients him/her to the goals and objectives of the Program. New Tutors are required to enroll in the course, CESP 750E, "Tutoring Techniques" taught by the director, Dr. Deema de Silva. The restricted course carries one hour of undergraduate or graduate credit and is offered tuition-free to Student Support Services Tutors.

Through this course Tutors master information necessary to effectively assist students to successfully complete their course work. Tutors further develop their leadership skills including communication skills, multi-cultural work experiences, organizational skills, and priority management.

The Tutors learn: Essential information regarding institutional and program policies and procedures; invitational education to motivate students; identify and incorporate learning styles into the tutorial setting; and study skills development including time management, textbook comprehension, memory and note-taking. The course requirements ensure that every Tutor attend all training meetings, engage in library research, and complete a final project. These requirements develop the Tutors critical thinking, research and application capabilities, and communication skills. To receive full credit for the course Tutors must earn one-hundred points.

Tutor Training

On-going Training Program

Tutorial staff are initially trained at the beginning of each semester during Tutor Training and Orientation and receive on-going training through monthly meetings. The goal of training is to provide opportunities to explore and share methods of tutoring which may improve the quality of tutoring being provided to program participants. Faculty guest speakers present on a variety of subjects to the tutors. Tutors listen to student presenters, participate in group discussions, and provide on-going support to each other.

The Coordinator of the Tutorial and Training Component is responsible for developing the training program and ensuring that each Tutor understands the goals and objectives of the Program. The training program basically focuses around the areas of learning styles, invitational learning, study skills, and evaluation of tutoring. As Tutors receive on-going training they become more advanced and skilled in working with students leading to higher quality tutorial services being provided to the students. Additionally, trained Tutors serve as role models for newly hired Tutors thus, a continuum of highly skilled Tutors working with new Tutors is always present. Hence, when a student enrolls in the Program and requests tutorial assistance, the student is matched with a carefully screened and trained Tutor proficient in the subject requested by the student.

On-Going Tutorial Sessions

Participants who request tutoring may receive up to two hours per week of tutorial assistance. Most tutoring is conducted on a one-to-one basis for the duration of the semester. When a student requests tutoring it is very important that the student's request be handled with a quick response time. After the request is made the student is usually contacted by their assigned Tutor within 48 hours. The Student and Tutor negotiate a contract during the initial meeting and discuss the expectations and goals for tutoring. The Tutor discusses with the student the student's preferred learning style and the structure of regular on-going tutoring. A Weekly Contact Sheet is completed by the Tutor to document each session. Initially, contact sheets are submitted to the Coordinator of the Tutorial and Training Component for entry in the Tutored Students database. Later, the contact sheets are processed for payroll and student tracking purposes. Weekly Contact Sheets are then filed in the student's permanent student folder.

Tutors meet with the Coordinator of the Tutorial and Training Component to complete timesheets, provide feedback on the academic progress of their assigned students, and to receive regular feedback on their overall job performance.

These meetings provide critical opportunities for the Tutor to clarify any questions or concerns s/he may have regarding the Program's policies and/or procedures and receive feedback regarding their performance so that improvements can be made.

In addition to completing Weekly Contact Sheets, the Tutors record important information and monitor the progress of each student on tracking forms which serve as a discussion guide during the monthly meetings. The tracking form provides a "birds eye view" of the progress of the student and a summary of each tutoring session. These forms tell the story of the Tutor and the student.

At the mid-semester point, student conferences are held with the student's Program Counselor and Tutor. These meetings serve four primary purposes; 1) to objectively evaluate the overall academic progress of the student and the course(s) in which s/he is being tutored, 2) to provide feedback on the quality of tutoring the student feels s/he has received so that the Tutor may improve, (3) to provide feedback to the student on their participation and effective use of tutorial assistance, and 4) to develop new and/or improved strategies to increase the effectiveness of tutoring. If the student is doing well, generally, tutoring continues with suggestions for improvement. If the student is not doing well in the course, the Program Counselor explores the options available to the student. This may include withdrawing from the course, receiving additional tutoring time, adjusting study patterns or study skills strategies, conversing with the professor for guidance and clarification, and other case specific options. Mid-semester conferences are vital to the success or failure of on-going tutorial sessions.

Awards and Recognition Banquet

At the end of the Spring semester, the Director of Student Support Services organizes a recognition banquet. This event is held to recognize student and Tutor achievements and community and faculty contributions. This year marked the nineteenth annual celebration. Distinguished guests from the community and university attended this event. Dr. Eugene Hughes, President of Wichita State University, was the keynote speaker. Ms. Marti Farha-Ammar was the Guest of Honor.

Students and Tutors were recognized for outstanding achievements made during the 1997-98 school year. Ms. Farha-Ammar gave out achievement awards to the tutorial and student support staff, Tutor of the Year, Study Skills Advocate, Educational Opportunity Fund scholarship recipients, Boeing scholarship recipients, Christine Thelen scholarship recipient, Jess Cornejo scholarship recipient, Marion Hicks scholarship recipient, Elenore Rudd scholarship recipient, Gloria and Philip Farha scholarship recipient, Highest GPA award, Glen Gardner Memorial prize recipient, 1997-1998 graduates, students currently enrolled in graduate school, Beta Alpha Psi inductees, Kansas Design Team members, Ronald E. McNair participants, members of Mortar Board, Pinnacle honorees, Omnicron Delta Kappa Honor Society members, Student Government Association members, Student Activities council members, Hispanic American Leadership Organization members, Minority mentors, Native American Student Association members, Student Orientation leaders, College of Education student ambassadors, Outstanding student Organization and the 1998-1999 Senior Honor Woman.

This year for the fourth time, the Student Support Services Teacher of the Year Award was given. It is given to an outstanding faculty member on the campus of Wichita State University who makes a positive difference in students' lives in addition to their excellent teaching methods. LaVona Spencer, University College Instructor and Academic Counselor, was the prestigious winner.

Student speakers eloquently described their experiences with the Program. It is apparent that students are being assisted to remain in school and to graduate. On this night, four students shared their sincere thoughts on how the Program has impacted his/her life. Marc Davis, Shenica Graham, Samanta Souriya, and Them Vu were the student speakers.

Dr. Eugene Hughes, President of Wichita State University and keynote speaker, spoke on the success of the program and on the success of the University. Dr. Hughes congratulated Dr. de Silva and staff on another year and offered his continued support for future years.

Welcome Speech by Dr. De Silva

Ladies and gentlemen and distinguished guests - we meet to celebrate Student Support Services, 19th Annual Awards and Recognition Banquet.

This is a very auspicious and important occasion for us - a success story of 28 years with national recognition and continuous federal funding.

I would like to extend a very warm welcome to our special guests who are WSU administrators, professors and community leaders who have joined us today. You provide us with the resources and encouragement that we need to reach our goals of student retention and graduation.

It is a pleasure to have in our midst - Dr. Eugene M. Hughes, President of Wichita State University, Senior Vice President Dr. James Rhatigan, Vice President Academic Affairs Dr. Bobby Patton, Interim Vice President for Student Affairs, Dr. Tony Ross, and Assistant Vice President for Student Affairs, Ms. Deltha Q. Colvin.

We have five endowed scholarships. These are from our treasured community supporters who believe in our students: Two of these are from Dr. Christine Thelen and Cornejo & Sons. The other three endowed scholarships are from Ms. Dee Garvey, Mr. Leslie Rudd, and Ms. Marti Farha Ammar, who is with us today. Please join me in recognizing these community supporters for their generosity.

I would like to take this opportunity to announce a new endowed scholarship. The family of Marti Farha Ammar donated a scholarship in her name. This scholarship along with the others will go to a deserving first generation, limited income student from Student Support Services. Please join me in recognizing Ms. Farha-Ammar and her families generous donation.

Your scholarship support provides us with a tremendous boost to the morale and self confidence of our students. These scholarships inspire and encourage our students to stay in school and graduate.

It is with gratitude that I take this opportunity to specially acknowledge my professional staff, who are my valuable associates at the Student Support Services Program. I would like to ask my staff and their spouses to stand. Ms. Corinne Nilsen and

SSS Director Deema de Silva opens the Nineteenth Annual SSS Awards and Recognition Banquet.

Assistant Vice President for Student Affairs, Deltha Q. Colvin addresses the audience

Erick Nilsen, Mr. David Frerichs and Dawn Frerichs, Mr. Vic Chavez, Ms. Chila Thompson and Mark Thompson who is a pilot and is on a mission - so he is not with us here. It is with great pride that I introduce this team to you. They are brilliant, energetic, competent, and dedicated. Would all the professional staff and their spouses please come and receive a token of my appreciation. I am indebted to you all.

You may ask "What is the impact of our Program on students?" Our funding is based upon performance and achievement of measurable outcomes - judged by national standards. We have excelled in meeting performance measures. Here are some results:

During the past grant year:

•250 students received program services.

•11% of SSS students were on the Dean's honor Roll.

•12% of SSS students received Academic Commendation.

•87% had cumulative GPA equal to or above 2.0.

•40% had cumulative GPA equal to or above 3.0.

•481 WSU credit hours were supported through 1,874.3 hours of tutoring.

•Program services enabled students to be retained at WSU, while sustaining them on federal financial assistance in the amount of $1,851,474.00

•30 students received program-based scholarships.

•15 tutors earned College of Education credit through the course CESP 750E - Tutoring Strategies which is taught by me through the Program.

Finally, you may ask, do your students graduate? And if so, how many graduated last year?

•72 of our students obtained a Baccalaureate degree from the University during the past grant year. This graduation rate is 5% over our stated goal. Presently, we have 31 of our students in graduate school at Wichita State University only. These are some of the key statistics.

Now, I would like to extend a warm welcome to the SSS tutorial staff. Tutors impact the academic success of our students. Some of our tutors are also former students. I'd like the tutors, Student assistants and scholarship winners, graduates, former students, to stand - enabling us to recognize you. You are the reason that I get up each morning and happily come to office.

This is such a special occasion for us that we enjoy only once a year. Therefore, I'd like to ask our audience - please bear with us regarding the time and enjoy this event. I do not want to apologize for the two hours you'll applaud our student achievers. This recognition banquet is the one event that allows each of my students to feel the warmth of your admiration, a moment to feel their success. It is the creation of this joyful emotion that allows each student to seek that moment again and again. To achieve further successes. We want all of our students to be confident contributors to our community. And confidence is remembered successes. Therefore, ladies and gentlemen, I favor your time and patience.

I now invite Ms. Corinne Nilsen, Assistant Director of Student Support Services & Coordinator of the Tutorial and Training Component to introduce the tutors (assisted by Chila Thompson) and for our honored guest, Ms. Marti Farha-Ammar to present the awards.

We often hear of our students' successes - let us take a moment to invite them to share their experiences tonight. I now invite: Mr. Marc Davis, Ms. Shenica Graham, Ms. Samanta Souriya, and Ms. Them Vu to speak.

I now invite our keynote speaker, President Eugene Hughes to speak.

Dr. Hughes thank you very much for your eloquent address and for you continued support and leadership.

Student Speaker Them Vu addresses the Banquet audience

Keynote Speaker and WSU President, Eugene M. Hughes addresses the Banquet audience

Vice President for Student Affairs Dr. Anthony Ross addresses the banquet audience

LaVona Spencer receives the SSS Teacher of the Year Award.

SSS Tutors are recognized during Banquet proceedings.

SSS students Samanta Souriya (left), Marc Davis (below) and Shenica Graham (below/left) are honored for their academic achievement and their service to SSS.

The Nineteenth Annual Awards and Recognition Banquet

Rebecca Gray receives the Highest GPA Award from Marti Farha-Ammar

To-Nga Ngoc Huynh is recognized as the recipient of the Gloria and Philip Farha Scholarship

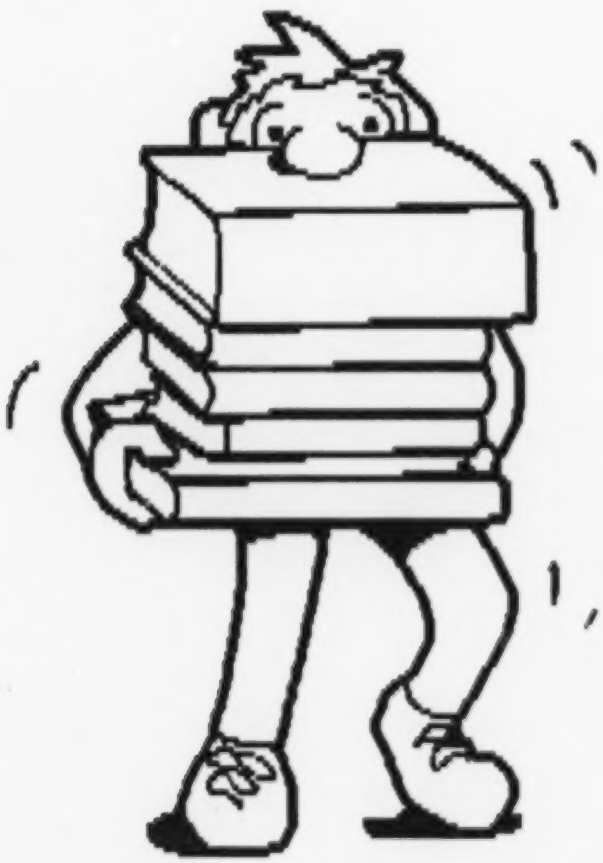
Tutorial Staff

This section contains information on the activities of the Tutorial and Training Component. A list of Tutors who worked for the Program during the 1997-1998 academic year follows.

Name	Area of Tutoring	Experience
Karen Ackerman	English, History	4th semester
Deborah Aminni	Speech, English, Religion, English	5th semester
Kyle Carr	Speech, Communication, History, English	1st semester
Kevin Clark	English, Math, Political Science, Speech, Psychology, Business	3rd semester
Lamar Coursey	French, Spanish	3rd semester
Marc Davis	Anthropology, English, Math	7th semester
Jodi Drinkwater	Art History, English, Philosophy, Anthropology, Spanish	7th semester
Cesar Duque	Spanish, Speech, Math, Chemistry	2nd semester
Vassil Elitzin	Chemistry, Math, Biology, Physics	5th semester
Moises Fritis	Spanish	4th semester
Roland Furtado	Math, Chemistry, Physics	4th semester
Shenica Graham	English, Speech, French, Psychology	7th semester
Rob Grier	Computer Science, Math	7th semester
Suzanne Hamilton Mies	Accounting, Speech, Computer Science, Math, English	10th semester
Ricardo Hernandez	Spanish, Math, Economics, Accounting	1st semester

Name	Area of Tutoring	Experience
Vagish Hoskote	Math, Chemistry, Physics	2nd semester
CaDao Huynh	Math, Statistics, Chemistry, Music	2nd semester
Kennet Johansson	Spanish, Accounting, Economics	3rd semester
Kellie Kendall	Math, Spanish	3rd semester
Nghia Ma	Computer Science, Math	4th semester
Angee MacMurray	Spanish, English, Sociology, Psychology, Communication	6th semester
Shameka McLeroy	Psychology, Minority Studies, Political Science, Math, Physics	2nd semester
Dawn O'Shea	English, Anthropology, Biology, American & Minority Studies	2nd semester
Bill O'Sullivan	Math	4th semester
Rosa Palacio	Spanish, French	2nd semester
Jan Petersen	Psychology, English, Social Work, American Studies, Speech, History	1st semester
Doug Pickarts	Spanish	2nd semester
Vicki Quade	Spanish	5th semester
Mary Romero	English, Minority Studies	10th semester
Kim Rowan	Biology, Pharmacology, Sociology	19th semester
Samanta Souriya	Spanish	9th semester
Anne St. George	English	5th semester
Loan Vu	Math, English, Biology, Chemistry	2nd semester

Name	Area of Tutoring	Experience
Starla Wakefield	Chemistry, Math, Minority Studies	3rd semester
Tricia Walton	Spanish, English	3rd semester
Page Worthington	Anthropology, Spanish, Psychology, Sociology, Biology	8th semester
Hsiung-Wei Yeong	Math	6th semester



Student Support Services
Division of Student Affairs
19th ANNUAL AWARDS
AND RECOGNITION BANQUET
CELEBRATING ITS 28th ANNIVERSARY
AT WICHITA STATE UNIVERSITY
May 8, 1998
The Olive Tree
2949 N. Rock Road
Wichita, Kansas

DIVISION OF STUDENT AFFAIRS

Dr. Anthony R. Ross	Interim Vice President for Student Affairs
Ms. Deltha Q. Colvin	Assistant Vice President for Student Affairs and TRIO Coordinator

PROFESSIONAL STAFF MEMBERS OF STUDENT SUPPORT SERVICES

Dr. Deema W. de Silva	Director and Assistant Professor
Ms. Corinne L. Nilsen	Assistant Director and Coordinator of Tutorial and Training Component
Mr. David A. Frerichs	Program Counselor and Coordinator of Educational Activities and Communication Component
Mr. Victor E. Chavez	Statistician/Program Counselor and Coordinator of Tracking and Evaluation Component
Ms. Hercilia Thompson	Program Secretary

STUDENT SUPPORT STAFF

Catressi Bell	Student Assistant
Shenica Graham	Student Assistant
Stephanie Harvey	Student Assistant
Barbara Zbytniuk	Student Assistant

PROGRAM

4:30 PM

LAKOTA BLESSING
Mr. Gayle Edmunds
Director, Indian Alcohol Treatment Services

WELCOME
Dr. Deema de Silva
Director and Assistant Professor,
TRIO Student Support Services Program

RECOGNITION AND COMMENTS
Ms. Deltha Q. Colvin,
Assistant Vice President for Student Affairs and TRIO Coordinator

Dr. Anthony R. Ross
Interim Vice President for Student Affairs

PRESENTATION OF AWARDS
Ms. Marti Farha Ammar
Honored Guest

SSS TUTOR OF THE YEAR AWARD

SSS TEACHER OF THE YEAR AWARD
Ms. La Vona Spencer

STUDENT SPEAKERS
Marc Davis, SSS Tutor and Student
Shenica R. Graham, President Tutoring Association, SSS Tutor and Student
Samanta Souriya, Former SSS Tutor and Student
Them Vu, Former SSS Student and Tutor and Resident Medical Student

KEYNOTE SPEAKER
Dr. Eugene M. Hughes
President of Wichita State University

CLOSING REMARKS
Dr. Deema de Silva
Director and Assistant Professor

DINNER
Vocalist, CaDao Huynh

Decorations by Pioneer Balloon Company

ACHIEVEMENT AWARDS

TUTORIAL STAFF:
Deborah Aminni
Lamar Coursey
Marc Davis
Jodi Drinkwater
Cesar Duque
Vassil Elitzin
Moisés Fritis
Roland Furtado
Shenica Graham
Rob Grier
Suzanne Hamilton-Mies
Ricardo Hernandez
CaDuc Huynh
Kennet Johansson
Kellie Kendall
Angee MacMurray
Shameka McLeroy
William O'Sullivan
Rosa Palacio
Douglas Pickarts
Vicki Quade
Mary Romero
Kimberley Rowan
Sananta Souriya
Anne St. George
Loan Vu
Starla Wakefield
Hsuing-Wei Yeong

TUTOR OF THE YEAR:
To be announced

STUDENT SUPPORT STAFF:
Catresai Bell
Shenica Graham
Stephanie Harvey
Barbara Zbytniuk

STUDY SKILLS ADVOCATE:
Carey Paul

BOEING SCHOLARSHIP RECIPIENT FALL 1997:
Jan Austin

BOEING SCHOLARSHIP RECIPIENT SPRING 1998:
Angee MacMurray

ELENORE RUDD SCHOLARSHIP RECIPIENT FALL 1998:
Ekerette Akpan

JESS CORNEJO SCHOLARSHIP RECIPIENT SPRING 1998:
Minh Nguyen

MARION HICKS SCHOLARSHIP RECIPIENT SPRING 1998:
Venice Johnson

CHRISTINE THELEN SCHOLARSHIP RECIPIENT FALL 1998:
Minh Nguyen

GLORIA AND PHILIP FARHA SCHOLARSHIP RECIPIENT FALL 1998:
To-Nga Ngoc Huynh

RECIPIENT FOR HIGHEST GPA OF THE YEAR:
Rebecca Gray George

GLEN GARDNER MEMORIAL PRIZE:
Shenica Graham

EDUCATIONAL OPPORTUNITY FUND SCHOLARSHIP RECIPIENTS:
Elizabeth Anderson
Willena Beemer
Catresai Bell
Cheri Boyd
Dedtria Chenevert
Loan Dang
Daryle Davis
Marc Davis
Debra Elliott
Deborah Fox
Rebecca George
Shenica Graham
Angee MacMurray
Suzanne Hamilton-Mies
Ruth Anne Orr
Christina Peranzi
Hang Pham
Christian Ramstack
Mary Rich
Mary Romero
Laura Wilson

SSS GRADUATES:
Sheri Alexander
Pamela Bauer-Kane
Steffanie Bradley
Gloria Brickhouse
Cary Bruce
Janet Cagle
Karen Cahail
Sonya Carraher
Michael Casados
Wendy Clemeda
Tammy Cody
Debra Curley
Marc Davis
George Donaldson
Tamara Emerson
Jaya Escobar
Mae Fields
Joseph Fortin
Lolita Fowler
Carol Gallegos
Bruce Gilder
Amy Halsey
Melton Hamilton
Maribel Inkelaar
Larry Jones
Sheree Jones
Angela Klaus
Michael Lindsey
Melissa Marcum
Stephen Miller
Paula Morris
Phuong Nguyen
Thanh Nguyen
Kristi Oberg
Jamie Pedigo
Hien Pham
Silver Pleass
Susan Powell
Vicki Quade
Rosie Reid
Mary Rich
Mary Romero
Kimberley Rowan

SSS GRADUATES cont'd.:
Kofi Sasu
Kari Silvernale
Mona Smith
Pamela Sparlin
Sierre Usher
Deborah VanNorden
Jimmy Walker
Krysti Weed
Lynne Worthington
Heather Ybarra

STUDENT SUPPORT SERVICES STUDENTS ENROLLED IN GRADUATE SCHOOL:
Daniel Allison
Helen Barnes
Guadalupe Claudio
Bradley Cole
Felicia Dauksch
Mildred Davis
Timothy Decker
Daphne Ellis
Tamara Emerson
Matthew Farley
Donna Feeler
Mae Fields
Stephannie French
Dishayne Garcia
Brian Grantham
Lester Hanshaw
Kathleen Latham
Paula Morris
Mary Schooler
Kristy Smith
Steven Smith
Vanessa Souriya
Ronald Thomas
Mitch Tinsley
Aphrodite Tran
Hung Welker
Christina Wheeland

BETA ALPHA PSI:
Leland Befort
Joseph Fortin
Lan Nguyen

PARTICIPANTS IN THE RONALD E. McNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM:
Latrece Allen
Melody Chase
Marc Davis
Linda Kenney
Thang Kieu
Kim Matthews
Sheryl Usher

KANSAS DESIGN TEAM:
Hsiung-Wei Yeong

STUDENT ACTIVITIES COUNCIL:
Jaya Escobar
Alberto Fregoso
Judy Fregoso
Suzanne Hamilton-Mies
Melissa Hart

HISPANIC AMERICAN LEADERSHIP ORGANIZATION:
Jaya Escobar
Kim Gutierrez

MINORITY MENTORS:
Marc Davis

NATIVE AMERICAN STUDENT ASSOCIATION:
Deborah Parrish

STUDENT GOVERNMENT ASSOCIATION:
Alberto Fregoso

STUDENT ORIENTATION LEADERS:
Suzanne Hamilton-Mies

MORTAR BOARD:
Melody Chase
Mary Romero

OMNICRON DELTA KAPPA HONOR SOCIETY:
Sonya Carraher
Karen Doyle

PINNACLE HONOR SOCIETY:
Melissa Marcum

COLLEGE OF EDUCATION STUDENT AMBASSADORS:
Anne St. George

1998-99 SENIOR HONOR WOMAN:
Anne St. George

OUTSTANDING STUDENT ORGANIZATION:
Hispanic American Leadership Organization, Jaya Escobar - President

MISSION STATEMENT

Student Support Services provides limited income and first generation college students with a multiplicity of academic support services enabling students to persist and graduate from Wichita State University.

The Program provides an interconnected series of academic support services: study skills development to achieve academic success, peer tutoring to master course content, intensive academic, personal counseling and degree planning to matriculate and graduate from Wichita State University.

THE PURPOSE OF STUDENT SUPPORT SERVICES AT WICHITA STATE UNIVERSITY

Student Support Services (SSS-TRIO) is in the Division of Student Affairs, which is administered by Anthony R. Ross, PhD, Interim Vice President for Student Affairs. Under his guidance TRIO Programs are coordinated by Deltha Q. Colvin, Assistant Vice President for Student Affairs, and Director of Upward Bound.

Student Support Services, a federally funded program, provides services to 250 limited income, first generation college students each year. This program has designed a proven strategy to enhance retention, persistence and academic achievement of students.

Each staff member provides individualized attention to each student. Through assessment of student goals and future aspirations, a four year degree plan is developed for each student. A synthesis of information is provided by the counselors from the insights gained through the academic advising process. Using these insights, counselors assist students in the selection of courses, based on the students' academic interests, strengths and weaknesses.

Throughout each semester the program monitors student progress and performance. As need arises, counselors provide referrals for study skills development, consult with professors, affirm the students potential, continue course content tutoring, and utilize appropriate campus resources to assist students in resolving conflicts and gain greater control of their time towards self management.

Each semester students are recognized for academic achievement, improvements in overall performance, graduation and entrance into graduate school. These combined factors promote persistence and retention of students at Wichita State University.

Deema de Silva, PhD
Director and Assistant Professor

Student Support Services
Division of Student Affairs
Wichita State University
309 Grace Wilkie Hall
Campus Box 81
Wichita, KS 67260-0081
(316) 978-3715; fax (316) 978-3115

Tutor Orientation and Training

Each year, the Student Support Services professional staff extensively plans the training of new and returning tutorial staff members. The Assistant Director/Coordinator of the Tutorial and Training Component is responsible for designing the training program for tutors and to ensure that a well-qualified staff is maintained to meet the needs of students. At the time of hiring, each Tutors makes a commitment to participate in training sessions held at the beginning of the Fall and Spring semesters as well as the monthly training meetings held throughout the year. The purpose of training is two-fold: To equip tutors with the necessary skills to be effective Tutors; and to build the tutorial staff into a quality team.

The tutorial staff has also benefited through the establishment of advanced Tutor meetings. These meetings assist to increase the level of quality of the program through improved tutoring strategies. Advanced tutor training meetings were held throughout the Fall 1997 semester. The meetings focused on academic planning and choosing the correct courses, mid-semester conferences, and test-taking strategies.

Fall 1997 Orientation and Training

Day One

The first day of training was devoted to orientating the new tutors with the goals, objectives, and purposes of the Program. Training began promptly at 8:30 a.m. and lasted until 4:30 p.m. Training was held on August 14-15, 1997, in the National Institute for Aviation Research building. Assistant Director/Coordinator of Tutorial Services, Corinne Nilsen, led the new tutors through an informal icebreaker exercise which acquainted the new Tutors with one another.

Each Tutor was provided a folder with forms, training meeting schedules, policies, and other important information. An explanation of the material in the folder ensued. Nilsen emphasized to the Tutors how the hiring process is long and difficult, but only a handful of Tutors are actually hired and receive training. Nilsen went on to explain the Operational and Unifying Principles:

- Promote academic achievement
- Respect people of all cultures
- Empower one another
- Foster growth in self esteem
- Reserve the right to be human
- Exercise team leadership
- Achieve goals through quality management
- Promote personal and professional development

Next, Dr. Deema de Silva, presented information about Student Support Services and its role from a national, regional, local, and campus

perspective. She explained that the Student Support Services staff attends professional development training activities and is involved on local state chapter boards and committees. De Silva explained the role of the Tutor and how s/he directly impacts the achievement of program goals and objectives. The Director concluded her remarks by encouraging each Tutor to perform their best and approach his/her position as a professional would due to the fact that the Tutors are equal to that of a paraprofessional. "Student Support Services: Operation Success" video was shown to the Tutors for the purpose of synthesizing the information that they had heard from the Director. The video provides a good opportunity for Tutors to listen to university administrators, community supporters, students, and professional staff talk about the Program from a global viewpoint.

After a short break, David Frerichs, Program Counselor/Coordinator of Communication and Educational Activities Component, and Vic Chavez, Program Counselor/Statistician, presented on the Program's other supportive services. These components fulfill a vital role in providing services beyond tutoring to assist the students in their success at the university. Students meet with his/her Program counselor each month for academic advising and guidance; participate in study skills activities; and participate in other Program activities such as the SSS Workshop series. Tutors were also introduced to the computer facilities, book usage services, cultural activities, and scholarship opportunities that the Program offers to students. Tutors are made aware of these activities through the Student Support Services Newsletter, so that they can share this information with students.

Next, Corinne Nilsen presented on the documentation procedures. The Program uses a complex system of tracking and monitoring student progress including tutoring contacts. Forms must be completed accurately and submitted on time to ensure the system works most effectively. Many important questions were raised by the Tutors and suggestions for managing the paperwork were offered by the returning Tutors who voluntarily attended the first day of training.

Nilsen also presented on the policies and procedures which pertain to Tutors. The Tutors have a set of policies which they are required to be familiar with. The policies are working principles; they provide the guidelines for successful Tutor performance. The policies also assist the Tutor to handle problematic situations such as students missing appointments. Nilsen had each Tutor take turns in reading the policies followed by an explanation or clarifying remarks. According to responses from evaluations, Tutors feel that documentation and policy sections of training provide the information s/he needs to perform the Tutor job responsibilities with confidence.

After a short break, tutors were introduced to the concepts of learning styles by Nilsen. Understanding learning styles enhances the quality of tutoring and reduces miscommunication between student and Tutor. Tutors are trained to study the students learning styles profile and discuss it with the student, thus increasing the chances that tutoring sessions will be most effective.

Students are given the Learning Styles Questionnaire (LSQ) when they enroll in the Program to ascertain his/her preferred learning styles. The Counselors discuss this information with the student and explain how this information may assist the Tutor in sessions. Tutors were also administered the LSQ to gain a better understanding of learning styles and its importance. The LSQ was scored and a brief explanation of each learning style followed.

Tutors were placed in to groups and given a problem. The problem required that the group devise a method of tutoring a student with a particular learning style preference. After careful consideration of the chosen method, one Tutor from each group simulated to the rest of the group the method of tutoring identified as most effective. The presentations were well-thought out and educational.

After the lunch break, Dr. Don Nance, Director/Associate Professor, WSU Counseling and Testing Center, presented "Improving the self-esteem of your students" to the tutors. He stressed that when a student feels positive about her/himself it usually reflected in receiving higher grades. From a tutor perspective, higher levels of student achievement can make the tutor's job more enjoyable and fun.

Next, tutors were introduced to the concept of invitational learning by Larry Ramos, Director, Ronald McNair Scholars Program. Tutors reviewed the major themes of being invitational. "A Baker's Dozen of Selected Concepts, Themes, Ideas, Processes, Foci and Considerations" were read from The Invitational Elementary Classroom. Key words/phrases in this session included: valuable, capable, responsible, uniqueness, dignity, warm environment, cooperative spirit, firm but gentle expectations, conviction, potential, genuine, affective growth and cognitive maturity, tenacious and interacting, trust, and motivation. Ramos' comments were congruent with Dr. John Wilson, WSU professor, who first introduced the value of invitational learning to the tutors in 1993. If tutors can truly practice invitational techniques and believe in their students, the relationship will flourish and help the student to grow. This is what is called "inviting".

After a short break, the tutors played "Jeopardy." This was a team building test of memory. Tutors had the chance to answer trivia questions about the program and everything they had learned during the day's training.

Day One of training and orientation concluded with the Tutors completing evaluations of the day's training program.

Day Two

The second day of training brought all Tutors, new and returning for continued training activities. With a new semester beginning, new and revised forms were presented after the Tutors introduced him/herself to the group. Dr. de Silva welcomed the tutorial staff and extended warm wishes for a successful year.

During the summer of 1997, each process of the Tutorial and Training Component was examined for effectiveness. Strategies to improve the services of the component were implemented during the year. These improvements resulted in improved forms, policies, and training procedures. These changes were presented to the new and returning tutors.

David Frerichs, Program Counselor, returned to present information about the Study Skills Advocate and the SSS Workshop Series. He discussed the role of the Study Skills advocate, student study skill concerns, and ways the tutors can connect their students with the Study Skills Advocate. Frerichs also passed out flyers that listed the Study Skill seminars hosted by the Learning Resource Center and the new SSS Workshop Series.

Next, Hercilia Thompson, Program Secretary, discussed office procedures and employment authorization. She had tutors fill out important paperwork to begin their career with the Student Support Services Program. Thompson covered daily communication procedures, documentation on timesheets, tutor work hours, and payroll policies.

Our guest speaker was Dr. Jeri Carroll, Professor, Curriculum and Instruction, Wichita State University. Dr. Carroll spoke to the tutors about helping students to get through big projects. Dr. Carroll showed the tutors how to break projects down into smaller tasks and then how to take each task one at a time.

A roundtable discussion concluded the program for the second day of training. The advanced tutors discussed the first tutoring session and what needs to be decided, setting boundaries with your students, and what to discuss when a student tells you that they do not have any questions during the tutoring session.

At the end of the day two, the Tutors evaluated their training.

The Orientation agenda and Tutor Training and CESP 750E Workshop Meeting Schedule for the Fall semester 1997 is on the following pages.

TUTOR TRAINING AND ORIENTATION
STUDENT SUPPORT SERVICES PROGRAM

AUGUST 14, 1997

National Institute for Aviation Research
Room 307, 8:30a.m.

Introduction

The Big Picture
Presenter: Dr. Deema de Silva, Director

The Director will provide an overview of Student Support Services from a local, regional, and national perspective. Included will be a discussion of the major components of Student Support Services, its philosophy, and commitment to TQM. Introduction to the Workshop CESP 750E, responsibilities and requirements.

Role of the Program Counselors
Presenters: David Frerichs, Program Counselor
Vic Chavez, Program Counselor/Statistician

The two Program Counselors work in tandem with the tutors to provide a full range of services to meet students' needs. This session will introduce the role of each Program Counselor and acquaint new tutors with the services provided to students through the Educational and Cultural Enrichment Activities Component and the tracking of academic progress through the Research and Evaluation Component.

Policies and Procedures
Presenter: Corinne Nilsen, Assistant Director

This session will basically instruct tutors on how to do their jobs with success. Tutor responsibilities, including documentation procedures, training activities, feedback practices, following tutor policies and other job requirements, will be discussed. Particular emphasis will be provided on the first meeting that a tutor has with her/his student.

Understanding the Importance of Learning Styles
Presenter: Corinne Nilsen

Learning styles are integral to the success of tutoring students effectively. As facilitators of the learning process, tutors should know how their students learn best. Specific attention will be given to the different types of learning styles including auditory, visual, and kinesthetic modalities. Tutors will complete and score the Learning Styles Inventory Questionnaire.

TUTOR TRAINING AND ORIENTATION
STUDENT SUPPORT SERVICES PROGRAM
AUGUST 14, 1997
Continued

Lunch On Your Own

Improving the Self-Esteem of Your Students
Presenter: Dr. Don Nance, Director/Associate Professor
WSU Counseling and Testing Center

Self-esteem is how people feel about themselves. When a student feels positive about her/himself it is usually reflected in receiving higher grades. Often, students who have high self-esteem achieve at higher levels than students who have low self-esteem. From a tutor perspective, higher levels of student achievement can make the tutor's job more enjoyable and fun. Can tutors make a difference in the way that students feel about themselves, resulting in improved grades? This session will answer those questions and assist tutors to gain confidence in their abilities as well.

Utilizing Invitational Learning in Tutoring Sessions
Presenter: Larry A. Ramos, Director
Ronald McNair Scholars Program

An individual's view of her/himself is learned, according to Dr. John Wilson. Every interaction with students will have an impact on the student. How tutors communicate with students is critical. Tutors comments or actions are perceived by the student as either "inviting" or "disinviting". This session will introduce tutors to the art of being invitational.

Jeopardy

What was it you just heard from the presenters? This is a team test of memory. A time for fun and learning. Get your thinking hats on! Participants will have the chance to answer questions and earn points for their team.

Evaluation

TUTOR TRAINING AND ORIENTATION
STUDENT SUPPORT SERVICES PROGRAM

AUGUST 15, 1997

National Institute for Aviation Research
Room 307, 8:30a.m.

Introduction

Study Skills Advocate and the SSS Workshop Series
Presenter: David Frerichs, Program Counselor

The Study Skills Advocate is an important resource person to know. The SSS Workshop Series includes 6 workshops through the Fall and Spring semesters. These workshops may assist your students by improving their study skills.

Office Procedures and Employment Authorization
Presenter: Hercilia Thompson, Program Secretary

This presentation will cover daily communication procedures, documentation on timesheets, tutor work hours, authorization forms to be completed for hiring, payroll policies, need for consistent feedback, and awareness of TQM practices.

Guest Speaker: Deltha Colvin, Assistant Vice President for Student Affairs, Wichita State University

Planning a successful educational career is a difficult task even under the most favorable conditions. When the student is from a family unaccustomed to higher education, the task becomes even more difficult. This is where the federally funded TRIO programs can help. Ms. Colvin will discuss the history behind the TRIO programs at Wichita State University, the impact that TRIO has had on students, and the future of TRIO nationally and at WSU.

Tutor Roundtable Discussion
Presenter: Advanced Tutors

The Advanced Tutors will lead a discussion on current practices that is used in the first meeting with the student. Setting up boundaries and rules for your tutoring sessions. What may work with one student does not mean that it will work with another student and all tutors may not feel comfortable utilizing others methods to establish rapport. This session will provide real cases and some role playing.

Evaluation

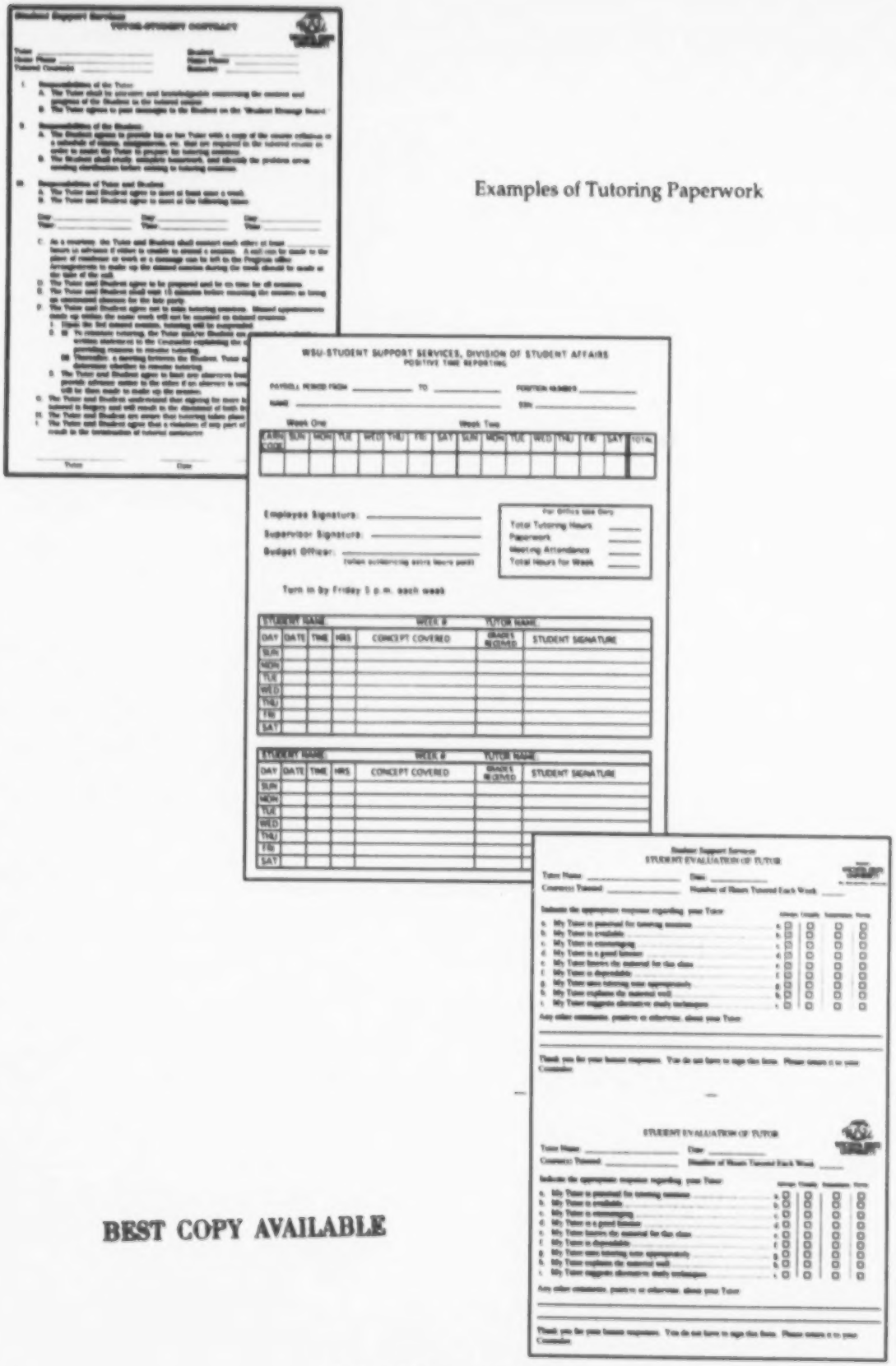
CESP 750E and Advanced Tutor Training
Workshop Schedule
Fall 1997

All Workshops Begin Promptly at 3:30PM

Date	Topic	Venue
August 14, 1997	New Tutor Training and Orientation	307 National Institute for Aviation Research
August 15, 1997	New and Returning Tutor Training and Orientation: Guest Speaker, **Dr. Jeri Carroll**, Professor, Curriculum and Instruction	307 National Institute for Aviation Research
September 3, 1997	Five Tasks for the Initial Tutoring Session	314 Campus Activities Center
October 1, 1997	Mid Semester Conference Preparation	215-217 Campus Activities Center
November 5, 1997	Assisting Students to Prepare for Final Exams	215-217 Campus Activities Center
November 21, 1997	Final Report Presentations CESP 750E Class	215-217 Campus Activities Center

• All meetings are preceded by a thirty minute Tutoring Association "get together". Come early and meet other tutors/team members on an informal basis.

Examples of Tutoring Paperwork



WSU-STUDENT SUPPORT SERVICES, DIVISION OF STUDENT AFFAIRS
POSITIVE TIME REPORTING

DAY	DATE	TIME	HRS	CONCEPT COVERED	GRADES RECEIVED	STUDENT SIGNATURE
SUN						
MON						
TUE						
WED						
THU						
FRI						
SAT						

STUDENT EVALUATION OF TUTOR

BEST COPY AVAILABLE

Spring 1998 Orientation and Training

Day One

The first day of training was devoted to orientating the new tutors with the goals, objectives, and purposes of the Program. Training began promptly at 8:30 a.m. and lasted until 4:30 p.m. A two day format was held on January 15-16, 1998, in the National Institute for Aviation Research. Assistant Director/Coordinator of Tutorial Services, Corinne Nilsen, led the new tutors through an informal icebreaker exercise which acquainted the new Tutors with one another.

Each Tutor was provided a folder with forms, training meeting schedules, policies, and other important information. An explanation of the material in the folder ensued. Nilsen emphasized to the Tutors how the hiring process is long and difficult, but only a handful of Tutors are actually hired and receive training. Nilsen went on to explain the Operational and Unifying Principles.

Next, Dr. Deema de Silva, presented information about Student Support Services and its role from a national, regional, local, and campus perspective. She explained that the Student Support Services staff attends professional development training activities and is involved on local state chapter boards and committees. De Silva explained the role of the Tutor and how s/he directly impacts the achievement of program goals and objectives. The Director concluded her remarks by encouraging each Tutor to perform their best and approach his/her position as a professional would due to the fact that the Tutors are equal to that of a paraprofessional. De Silva discussed the criteria for the course CESP 750E - Tutoring Techniques, the goals and objectives of the class, and the course requirements.

Miss Shenica Graham, Tutoring Association - WSU President, provided information to new tutors about the organization and its mission. Graham encouraged new tutors to join and use the association as a training resource.

After a short break, David Frerichs, Program Counselor/Coordinator of Communication and Educational Activities Component, presented on the Program's other supportive services. This component fulfills a vital role in providing services beyond tutoring to assist the students in their success at the university. Students meet with his/her Program counselor each month for academic advising and guidance; participate in study skills activities; and participate in other Program activities. Tutors were also introduced to the computer facilities, book usage services, cultural activities, and scholarship opportunities that the Program offers to students. Tutors are made aware of these activities through the Student Support Services Newsletter, so that they can share this information with students.

Afterwards, Victor Chavez, Statistician/Program Counselor, was introduced and provided a brief introduction of his responsibilities as the Coordinator of the Tracking and Evaluation Component. Chavez described how he collects, analyzes, and maintains the Program databases to monitor and evaluate student performance. He is also responsible for maintaining student records and

counseling fifty students each grant year.

Nilsen presented on the policies and procedures which pertain to Tutors. The Tutors have a set of policies which they are required to be familiar with. The policies are working principles; they provide the guidelines for successful Tutor performance. The policies also assist the Tutor to handle problematic situations such as students missing appointments. Nilsen had each Tutor take turns in reading the policies followed by an explanation or clarifying remarks. According to responses from evaluations, Tutors feel that documentation and policy sections of training provide the information s/he needs to perform the Tutor job responsibilities with confidence.

After the lunch break, Dr. Don Nance, Director and Associate Professor, WSU Counseling and Testing Center, spoke to the tutors about improving the self-esteem of the students that they tutor. He emphasized that when a student feels positive about her/himself it is usually reflected in receiving higher grades.

Next, Mr. Larry Ramos, Director, Ronald McNair Scholars Program, introduced Tutors to the concepts of learning styles. Understanding learning styles enhances the quality of tutoring and reduces miscommunication between student and Tutor. Tutors are trained to study the students learning styles profile and discuss it with the student, thus increasing the chances that tutoring sessions will be most effective. Discussion followed about how a tutor with a learning style different then their student can adapt the tutoring to meet the students style.

Students are given the Learning Styles Questionnaire (LSQ) when they enroll in the Program to ascertain his/her preferred learning styles. The Counselors discuss this information with the student and explain how this information may assist the Tutor in sessions. Tutors were also administered the LSQ to gain a better understanding of learning styles and its importance. The LSQ was scored and a brief explanation of each learning style followed.

After a short break, the tutors played "Jeopardy." This was a team building test of memory. Tutors had the chance to answer trivia questions about the program and everything they had learned during the day's training.

Day one of training and orientation concluded with the Tutors completing an evaluation.

Day Two

The second day of training brought all Tutors, new and returning for continued training activities. With a new semester beginning, new and revised forms were presented after the Tutors introduced him/herself to the group. Dr. de Silva welcomed the tutorial staff and extended warm wishes for a successful year.

David Frerichs, Program Counselor, introduced the Study Skills Advocate and discussed the importance of using this person as a resource. He spoke about the continuing SSS Workshop Series and passed out current handouts for tutors to share with their students. David also discussed the Cultural Activities for the Spring semester, in particular the Nineteenth Annual Cultural Spring Fling in May.

Hercilia Thompson, Program Secretary discussed office procedures and employment authorization. She

had tutors fill out important paperwork to begin their career with the Student Support Services Program. Thompson covered daily communication procedures, documentation on timesheets, tutor work hours, and payroll policies.

Our guest speaker was Ms. Deltha Q. Colvin, Assistant Vice President for Student Affairs and TRIO Coordinator. Ms. Colvin discusses the history behind the TRIO programs at Wichita State University, the impact that TRIO has had on students, and the future of TRIO nationally and at Wichita State University. Ms. Colvin talked about first generation and limited income students planning a successful educational career and how difficult the task was for students from families unaccustomed to higher education.

The advanced tutors led a discussion on current practices that are used during the first meeting with the student. Setting up boundaries and rules for tutoring sessions was also discussed. Real cases and role plays were used. All tutors enjoyed this session because it gave them a idea of what to expect and what not to expect, and how to handle situations that may arise.

The meeting was then brought to a close. The tutors filled out an evaluation of their training before leaving.

The Two Day Orientation agenda and the Tutor Training and CESP 750E Workshop Meeting Schedule for the Spring semester 1998 are on the following pages.

TUTOR TRAINING AND ORIENTATION
STUDENT SUPPORT SERVICES PROGRAM

JANUARY 15, 1998

National Institute for Aviation Research
Room 307, 8:30a.m.

Introduction

The Big Picture
Presenter: Corinne Nilsen, Assistant Director

The Assistant Director will provide an overview of Student Support Services. This overview will begin with the proposal process and end with the variety of academic support services available. Included will be a discussion of the major components of Student Support Services, its philosophy, and commitment to serving WSU students.

Tutoring Association - WSU
Presenter: Shenica R. Graham, President,
Tutoring Association - WSU

The Tutoring Association - WSU is meant to be a family of tutors, and together help students to achieve their goals. The National Tutoring Association slogan is "Tutoring: Realizing Educational Excellence"- and that is what TAWSU is all about!! It takes a special dedication and a special person, to accomplish the things that tutors achieve, because we are, in effect, teachers. This session will introduce you to the TAWSU and provide you with information about how you can join.

Role of the Program Counselors
Presenters: David Frerichs, Program Counselor
Vic Chavez, Program Counselor/Statistician

The two Program Counselors work in tandem with the tutors to provide a full range of services to meet students' needs. This session will introduce the role of each Program Counselor and acquaint new tutors with the services provided to students through the Educational and Cultural Enrichment Activities Component and the tracking of academic progress through the Research and Evaluation Component.

Policies and Procedures
Presenter: Corinne Nilsen, Assistant Director

This session will basically instruct tutors on how to do their jobs with success. Tutor responsibilities, including documentation procedures, training activities, feedback practices, following tutor policies and other job requirements, will be discussed. Particular emphasis will be provided on the first meeting that a tutor has with her/his student.

TUTOR TRAINING AND ORIENTATION
STUDENT SUPPORT SERVICES PROGRAM
JANUARY 15, 1998
Continued

Lunch

Improving the Self-Esteem of Your Students
Presenter: Dr. Stephanie Brown, Senior Staff Psychologist,
WSU Counseling and Testing Center

Self-esteem is how people feel about themselves. When a student feels positive about her/himself it is usually reflected in receiving higher grades. Often, students who have high self-esteem achieve at higher levels than students who have low self-esteem. From a tutor perspective, higher levels of student achievement can make the tutor's job more enjoyable and fun. Can tutors make a difference in the way that students feel about themselves, resulting in improved grades? This session will answer those questions and assist tutors to gain confidence in their abilities as well.

Understanding the Importance of Learning Styles
Presenter: Larry A. Ramos, Director
Ronald McNair Scholars Program

Learning styles are integral to the success of tutoring students effectively. As facilitators of the learning process, tutors should know how their students learn best. Specific attention will be given to the different types of learning styles including auditory, visual, and kinesthetic modalities. Tutors will complete and score the Learning Styles Inventory Questionnaire.

Jeopardy

What was it you just heard from the presenters? This is a team test of memory. A time for fun and learning. Get your thinking hats on! Participants will have the chance to answer questions and earn points for their team.

Evaluation

TUTOR TRAINING AND ORIENTATION
STUDENT SUPPORT SERVICES PROGRAM

JANUARY 16, 1998

National Institute for Aviation Research
Room 307, 8:30a.m.

Introduction and Welcome
Presenter: Dr. Deema de Silva, Director

The Director will welcome all new and returning tutors. This presentation will provide you with a brief overview of current activities in the SSS office and expectations that the SSS program has for the tutorial staff.

Study Skills Advocate and the SSS Workshop Series
Presenter: David Frerichs, Program Counselor

The Study Skills Advocate is an important resource person to know. The SSS Workshop Series includes 6 workshops through the Fall and Spring semesters. These workshops may assist your students by improving their study skills.

Office Procedures and Employment Authorization
Presenter: Hercilia Thompson, Program Secretary

This presentation will cover daily communication procedures, documentation on timesheets, tutor work hours, authorization forms to be completed for hiring, payroll policies, need for consistent feedback, and awareness of TQM practices.

Guest Speaker: Deltha Colvin, Assistant Vice President for Student Affairs,
Wichita State University

Planning a successful educational career is a difficult task even under the most favorable conditions. When the student is from a family unaccustomed to higher education, the task becomes even more difficult. This is where the federally funded TRIO programs can help. Ms. Colvin will discuss the history behind the TRIO programs at Wichita State University, the impact that TRIO has had on students, and the future of TRIO nationally and at WSU.

Tutor Roundtable Discussion
Presenter: Advanced Tutors

The Advanced Tutors will lead a discussion on current practices that is used in the first meeting with the student. Setting up boundaries and rules for your tutoring sessions. What may work with one student does not mean that it will work with another student and all tutors may not feel comfortable utilizing others methods to establish rapport. This session will provide real cases and some role playing.

Evaluation

CESP 750E and Advanced Tutor Training
Workshop Schedule - Spring 1998

All Workshops Begin Promptly at 3:30PM

Date	Topic	Venue
January 15, 1998 Thursday	New Tutor Training and Orientation: The Big Picture: Assistant Director; Role of the Program Counselors; Policies and Procedures; Improving the Self-Esteem of Your Students; Understanding the Impor tance of Learning Styles; WSU Tutoring Association	307 National Institute for Aviation Research
January 16, 1998 Friday	New and Returning Tutor Training and Orientation: Featured Speaker, Ms. Deltha Colvin, Assistant Vice President for Student Affairs; SSS Structure and Objectives by Director; Study Skills Advocate; Study Skills Workshop Series; Office Procedures; Tutor Roundtable Discussion.	307 National Institute for Aviation Research
February 5, 1998 Thursday	Five Tasks for the Initial Tutoring Session; Manual: "The First Session." *Article Critique Due*	Koch Room 222 Grace Wilkie
March 5, 1998 Thursday	Mid Semester Conference Preparation *Independent Project Outline and Empowerment Model Due*	Koch Room 222 Grace Wilkie
April 2, 1998 Thursday	Assisting Students to Prepare for Final Exams	Koch Room 222 Grace Wilkie
April 16, 1998	*Independent Project Due*	
April 23, 1998 Thursday	Final Report *Presentations* CESP 750E Class	Koch Room 222 Grace Wilkie

Books and Reference Journals to be used for completion of course project: ***Textbook: A Tutor Handbook, MAEOPP Journal of Educational Opportunity, SAEOPP Journal of Educational Opportunity, Equality.***

- All meetings are preceded by a thirty minute Tutoring Association "get together". Come early and meet other tutors/team members on an informal basis.

Scholarships, Computer Management and the Tutoring Association

The Tutoring and Training Component Coordinator is also responsible for coordinating the program scholarship awards, management of computer software and hardware, and serves as faculty advisor for the Tutor Association of Wichita State University.

Program Scholarships

In recognition of participants' achievements, six community donors have endowed scholarships exclusively for Student Support Services program students. These endowed scholarships, are awarded each year. They are: Jess Cornejo and Sons endowed scholarship, Dr. Christine Thelen endowed scholarship, Marion Hicks endowed scholarship, Philip & Gloria Farha endowed scholarship, Elenore Rudd endowed scholarship, and new this year the Marti Farha Ammar endowed scholarship. Scholarships are awarded based on program participation, academic performance, financial need and evaluation of submitted essay.

Additionally, scholarship monies from the University's Educational Opportunity Fund (EOF) and the Boeing Airplane Company are awarded each semester based on student financial need and academic progress.

Computer Management

To keep up with the ever changing media, Student Support Services has released a new World Wide Web (WWW) page. This globally accessible communication device allows the program to advertise the services to current, prior and prospective students. A Tutor page was added to assist students in contacting their tutor through the internet. The Tutor page is also a way for tutors to contact program counselors or program counselors to contact tutors regarding program student issues.

Tutoring Association

The coordinator of the Tutoring and Training Component served as faculty advisor for the Tutor Association of Wichita State University during the 1997-1998 school year. The Tutoring Association is recognized by the WSU Student Government Association. This year Shenica Graham, Tutoring Association President, and Hsiung-Wei Yeong, Vice President, worked on revising the constitution, recruiting new members and planning group functions. This organization assists current and prior tutors with group communication of tutoring techniques and problem solving.

Part

3

Educational Activities and Communication Component

Educational Activities and Communication Component Schematic Chart

Cultural Enrichment Activities

Cultural Spring Fling

Educational Enrichment Activities

Study Skills Advocate

Book Usage Program

Typewriter and Computer Use

From the Coordinator

In 1997 we underwent a refocusing of services within the Educational Activities and Communication Component (EACC). Indeed, the component title was new with the beginning of a new grant period. Under the new grant, Student Support Services continued the trend of dedicating more time and energy to those activities that directly impinge on student success in the classroom. Hence, the component title shifted to Educational Activities.

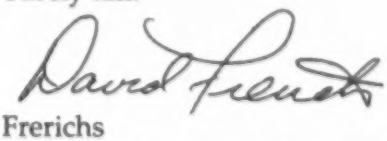
Yet the programming has continuity from pilot projects we had tested in years previous. We continue the Book Loan Library Program, the Computer and Typewriter Use Program, the SSS Workshop Series, and the Cultural Spring Fling.

At the same time, the EACC was expanded to formally organize responsibility for communication about program services and activities. Under this component, information about the program, in general, and about specific activities went to *The Sunflower*, the campus newspaper, the Office of University Communication, the University Online Calendar, and other organizations upon request. In this way, various campus entities that could help in the effort to raise awareness of SSS and its services received material throughout the year.

I want to thank Dr. Michael James of Curriculum and Instruction, Sue Burdette of the Learning Resource Center, C. W. Robertson of the Physics Department, Karen Porter of Student Financial Planning and Assistance, Larry Ramos of the McNair Scholars Program, and Jill Pletcher of Career Services for their support. We appreciate their effort and commitment to student success. Additionally, I want to thank Mary Peterson and Shukura Bakari-Issa of Community and Multicultural Programs for their collaboration in bringing the 19th Annual Cultural Spring Fling to life.

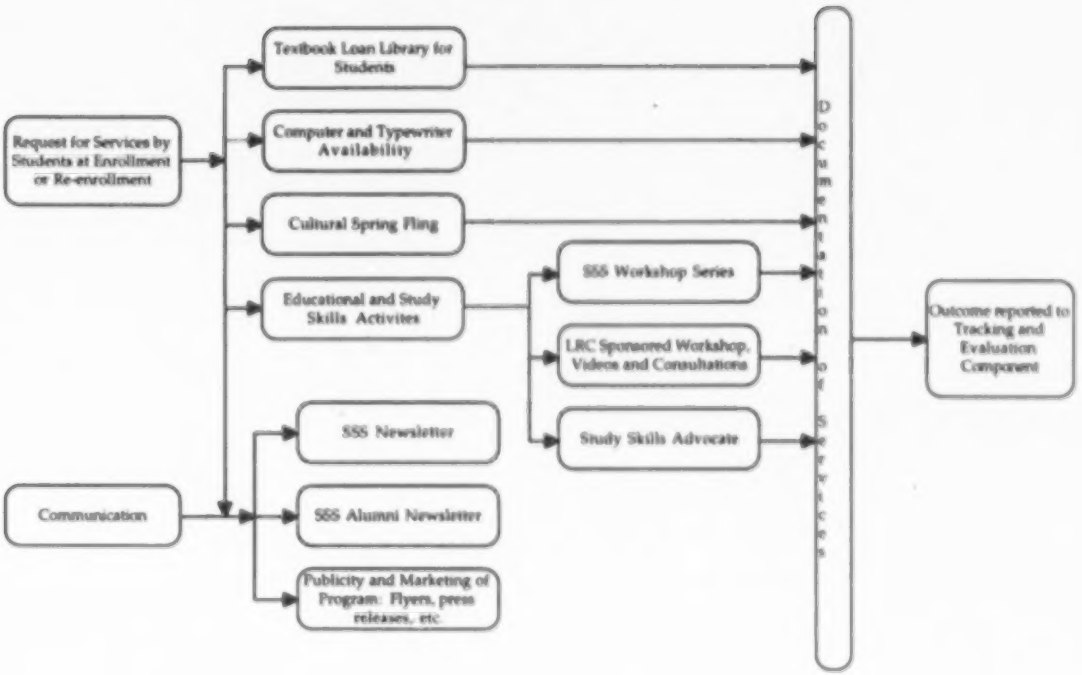
I would also be remiss if I did not mention the efforts of Jerry Siebenmark, Editor of *The Sunflower*. When we met last summer, he promised coverage of campus events, especially those of SSS. He "made good" on his promise and ensured articles for each of our major events. We have appreciated his editorial choices and his emphasis on serving the student population with news of resources supporting their success.

The year has brought new focus, and with it renewed energy. I wish to thank the staff of SSS for their support of these programming activities. Without their support, these events would surely fail.



David Frerichs
Coordinator of Educational Activities
and Communication Component

Schematic Chart of the Educational Activities and Communication Component


Request for Services by Students at Enrollment or Re-enrollment
Communication
Textbook Loan Library for Students
Computer and Typewriter Availability
Cultural Spring Fling
Educational and Study Skills Activites
SSS Newsletter
SSS Alumni Newsletter
Publicity and Marketing of Program: Flyers, press releases, etc
SSS Workshop Series
LRC Sponsored Workshop, Videos and Consultations
Study Skills Advocate
Documentation of Services
Outcome reported to Tracking and Evaluation Component

Educational Activities

Educational Activities were the academic and cultural focus of the Educational Activities and Communication Component. Students provided information about their needs both in the Annual Needs Survey and in their evaluations of previous events.

The Book Loan Library Program received support from the University Bookstore, which provided a list of current textbooks each semester. In addition, several benefactors have donated books or funds to assist students who might not otherwise be able to afford their textbook. The Computer and Typewriter Use Program made Apple Macintosh LC computers available for student use.

The SSS Workshop Series included six workshops that respond directly to concerns identified by students. During the Spring 1996 semester SSS surveyed students in Reading and Study Skill classes offered by University College. The results of this survey included several areas students wanted or needed more information. From these results and the evaluations of students attending the 1996-1997 Workshop Series, SSS presented workshops in an effort to improve the campus climate for student success.

Student Support Services continues to collaborate with the Learning Resource Center in an effort to connect students with a variety study skill development opportunities. The Learning Resource Center continued providing flyers for their services and activities and SSS staff distributed those materials to students. In reciprocation, many University College instructors provide class time for SSS staff to present information about the program.

The study skills advocacy role has been continuously developed through the past three years. The Study Skills Advocate identified students who had expressed interest in study skills development, and contacted those students to encourage them to take full advantage of campus resources.

The 19th Annual Cultural Spring Fling offered student organizations an opportunity to promote their heritage and to raise funds for their programming. This year's Spring Fling brought greater participation by the Black Greeks than in years past. Certainly, this increased participation comes directly from collaboration with the Office of Community and Multicultural Programs.

More detailed information about the Educational Activities services follows.

Book Loan Library Program

Student Support Services has a library of textbooks, made possible through private donations, available for student and tutor use. Students who were unable to buy textbooks needed for specific courses were allowed to check out books for the semester; tutors also were allowed to check out supplementary books to use for tutoring purposes.

During the Fall 1997 semester, 21 students checked out 32 textbooks. The number of books checked out by a single student ranged from 1 to 4.

During the Spring 1998 semester, 14 students checked out 32 texts. The number of books checked out by a single student ranged from 1 to 4.

During the Summer 1998 session, __ students checked out __ texts. The number of books checked out by a single student ranged from 1 to 3.

Typewriter and Computer Use

As an Educational Activity the availability of a typewriter and computers for students served to provide Program students with resources for completing their class assignments. Some students did not have access to typewriters or word processors of their own.

During the Fall semester, 26 students took advantage of the computers and typewriter. In all, students used the resources 98 times for 88 hours throughout the semester. The range of student use was from 1 time to 26 times.

During the Spring semester, 12 students used the computers or typewriter. In all, students used the resources 58 times for 57 hours throughout the semester. The range of student use was from 1 time to 14 times.

During the Summer session, _ students used the computers or typewriter. In all, students used the resources __ times for __ hours throughout the semester. The range of student use was from 1 time to __ times.

Student Support Services Workshop Series

Background

Student Support Services continuously seeks opportunities to improve services to students. Evaluation and survey efforts gather information from students both current and potential. Collaborative arrangements bring SSS staff into relationship with faculty and staff in the Learning Resource Center, the Math Department and English Department. During the Spring 1996 semester SSS Statistician Vic Chavez completed a survey of students attending the UC 160, Reading and Study Skill, courses. The survey results were compiled and used as basis for identifying areas of need within the general student population as well as current and potential SSS participants.

The Survey results suggested a need for information about specific campus offices and resources as well as skills development. Each of the workshop topics were chosen from the identified concerns. The topics included: study skill development resources, time management, studying for science classes, understanding learning styles, identifying financial aid options, preparing for graduate school and planning for career.

In addition, evaluations from the 1996-1997 Workshop Series suggested refinements for the 1997-1998 SSS Workshop Series. One suggestion was to offer the information on learning styles earlier in the semester. Also, the Learning Resource Center added workshops on studying sciences and reducing math anxiety. These enhancements to the LRC Study Skills Workshops represent institutional response to SSS initiatives. However, these same additions created new opportunities in planning the 1997-1998 SSS Workshop Series.

Planning

Given the results of the survey which identified several areas of need and the evaluation reports from the 1996-1997 Series, Student Support Services staff identified experts on campus to address each area. While the option of researching and presenting each topic internally existed, securing support and commitments from faculty and staff experts met two goals of SSS. First, workshops with resident experts provide an opportunity for students to become familiar with individuals, offices and resources available on campus. This meets a goal of connecting students to a wider campus community so they can make

WSU Student Support Services ready to aid those in need

By Lora Rudd
Staff Reporter

During the fall and spring, Student Support Services is offering a series of six workshops designed to aid students through their academic journey.

If you have never heard of Student Support Services, you are probably not alone. This essential, on-campus office is a federally funded program designed to assist college students in persist and do well in college.

According to David Preziuso, Program

Counselor, [illegible] weekly [illegible] offices as a sort of [illegible] student support [illegible] for them the best [illegible] students take advantage of [illegible] on campus.

Services offered through SSS include academic counseling, study skills, degree planning, dealing with employment and personal relationships and stress management.

The workshops series being offered this year has been planned in response to student feedback, requests to last years workshops, and SSS's Annual Needs Survey. All work-

[illegible] and spread the public and [illegible] be sure [illegible] beginning at [illegible] workshops being offered this year include:

- "Your Learning Style and You," Tuesday and Wednesday, Sept. 16-17 in Room 207 CAC.
- "Surviving Midterm Stress," Wednesday, Oct. 1 in Room 207 CAC.
- "Study Strategies for the Sciences," Wednesday, Oct. 29 in Room 207 CAC.
- "Searching for More...Financial Aid," Wednesday, Feb. 4 in Room 212 CAC.
- "Planning the course toward Graduate School," Wednesday, March 11 in Room 212 CAC.
- "Search for Your Perfect Job," Tuesday, April 8 in Room 222 CAC.

Provides encourages any student who thinks that at any time in the future they may need the services of Student Support Services to go ahead and come into their office now to find out about the programs they offer.

Anyone wanting more information on the workshops or SSS can visit the office at 309 Cross Willis Hall, or call 978-3713.

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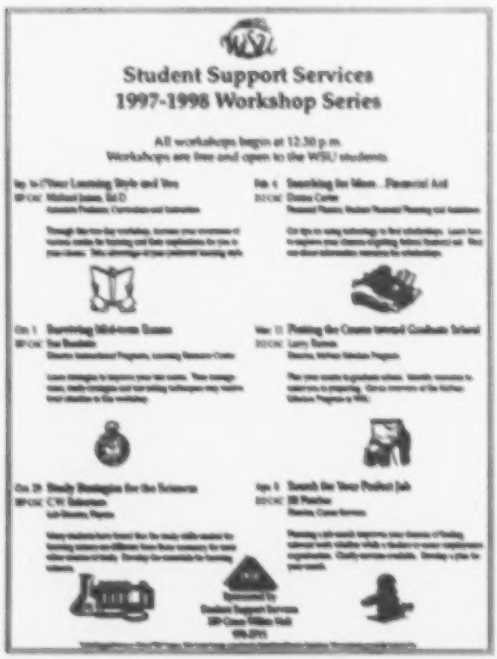
better use of available resources. Second, use of faculty experts strengthens the collaborative ties between various campus offices and the SSS program. This supports the goal of developing cooperative and collaborative efforts to improve the campus climate for SSS eligible students.

Once presenters were identified, dates were set and room reservations made. By the beginning of the school year, all arrangements were made, a flyer for the entire Workshop Series was produced along with flyers for each individual workshop. Press materials were developed and released to the campus newspapers, *Sunflower* and *Inside WSU* for students and faculty respectively. Entries were submitted via the WSU WWW Homepage for inclusion in the campus calendar. Early in the academic year the *Sunflower* reported on Student Support Services and the Workshop Series. In addition, *Inside WSU*, published weekly, included each workshop in the calendar of events. Finally, the Office of University Communications included all workshops in the WSU Web page calendar of events. A month prior to each workshop a copy of the flyer was sent to 150 offices and faculty advisors who work closely with SSS students. Additionally, SSS students received copies of the master flyer when they enrolled each semester.


Student Support Services
1997-1998 Workshop Series

All workshops begin at 12:30 p.m.
Workshops are free and open to the WSU students

The Workshops

Each workshop was scheduled for one hour at 12:30 PM. A consistent day of week and time of day was selected to reduce confusion. One workshop presenter required more time and presented on two consecutive days. Below is a list of the workshop titles, presenters and the material they addressed.

- "Your Learning Style and You" was presented by Michael James, Professor of Curriculum and Instruction, on Tuesday and Wednesday, September 16 and 17, in 207 Rhatigan Student Center (RSC). This two day workshop offered an introduction to learning styles. Students explored various learning mode and style constructs and assessed their preferred learning style. James presented a variety of strategies for learning and suggested students identify the best for their preferred style. In addition, students learned about the learning modalities which are most effective for college students.

- "Surviving Mid-term Exams" was presented by Sue Burdette, Director of Instructional Programs for University College, on Wednesday, October 1, in room

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207 RSC. Burdette addressed a variety of preparation factors that affect success on exams. She offered tools for time management, setting priorities and planning for reviews, review strategies, test-taking techniques and debriefing after examinations.

- "Study Strategies for the Sciences" was presented by C. W. Robertson, Physics Lab Director, on Wednesday, October 29, in room 207 RSC. Robertson brought several hands on demonstrations to illustrate two central themes: Know and understand the concept before beginning the homework; and question your assumptions. His dynamic and interactive style drew students into fun activities that can make science more accessible for students who might otherwise avoid science classes.

- "Searching for More...Financial Aid" was presented by Karen Porter, Counselor in the Office of Financial Planning and Assistance, on Wednesday, February 4, in room 212 RSC. Porter went through the basics of financial aid including federal financial aid, institutional scholarships and typical sources of aid. In addition, she presented information on accessing internet scholarship searches.

- "Plotting the Course toward Graduate School" was presented by Larry Ramos, Director of the McNair Scholars Program, on Wednesday, March 11, in room 212 RSC. Ramos discussed the decision to pursue graduate education and the planning necessary to successfully prepare. His hand outs included a step by step timeline for selecting and applying to graduate school. He provided an overview of the McNair Scholars Program at WSU.

- "Search for Your Perfect Job" was presented by Jill Pletcher, Director of Career Services, on Wednesday, April 8, in room 212 RSC. Pletcher explored various concerns and resources which affect how students plan their job search. Pletcher outlined the steps in the job search process and identified services available to assist students.

Outcomes and Evaluation

Copies of the evaluation reports from each of the workshops are included in the evaluation section of this performance report. In summary, nearly all who attended these sessions indicated that the information was helpful and that they would apply what they had learned in their education. To the question, "Did this workshop help you improve your knowledge, strategies or skills?" 66% responded "Very Much," 32% responded "Some" and the remaining 2% responded "Not at all." To the question, "Do you expect to use this information in your education?" 77% responded "Very much," 19% responded "Some" and 4 % responded "Not at all." These responses suggest that for those who attended the workshops, the information was useful.

Attendance varied widely. Average total attendance was 9 per session. An average of 3 SSS students, 5 WSU students and 1 faculty or staff member attended each session. This average

attendance is 50% higher than the previous year. While 3 SSS students attended each session on average, 18 (just over 7%) students attended at least one workshop session. This impact on students represents a 50% increase in the number of students who attended the workshops over the previous year.

Contact with Jerry Siebenmark, Editor of the *Sunflower*, proved beneficial as each of the fall workshops received a full article in the Sunflower. When the *Sunflower* no longer carried full articles on the workshops, attendance began to fail. Student Support Services also sent post cards to students who had indicated they wanted to attend the workshop series or had indicated interest in one of the topics. These post cards were useful reminders as many SSS students brought the post card with them to the session. The value of continuing one-to-one contact with program students in conjunction with campus media coverage is affirmed by the results shown here.

Overall, the workshops were successful in providing new information to students on campus. Suggestions from the evaluation forms will guide planning for future workshop series. Further efforts to increase media coverage of all workshops may continue the trend toward increased attendance.

Learning Resource Center Sponsored Activities

Over the course of the past 20 years, Student Support Services, University College and the Learning Resource Center have entered into a cooperative relationship to promote student success. The Learning Resource Center (LRC) focuses on providing the best possible study skill development resources in the form of classes (offered for credit through University College), workshops, videos, computer assisted learning, and individual consultations. In addition, the LRC offers Supplemental Instruction for nearly 20 class sections each semester.

When SSS counselors and students meet each semester, they identify goals and resources to assist in meeting those goals. Counselors encourage students to consider some form of study skill development through the SSS Workshop Series, LRC Study Skills Workshops, UC courses, videotapes or individual consultation with LRC or SSS staff. SSS counselors provide each student a copy of the SSS Workshop Series flyer and the LRC Study Skill Workshop flyer both for their information and as a reminder of the available resources. When students identify a study skill development need area, their counselor provides them a "Study Skill Development Verification" form. Students take the form with them to their workshop or to the LRC where they view the video, have LRC staff sign it and return it to document their use of the resource.

During the 1997-1998 academic year, 25 (10%) current SSS students documented at least one LRC study skill development contact. Seven students attended 2 sessions, 1 attended 3 sessions and 1 attended 5 sessions.

Study Skills Advocate

The Study Skills Advocate (SSA) was expected to contact all students who indicated a study skill interest on their On-going Plan for Support Services and had not documented pursuing resources for that information. In this way, Student Support Services targeted students who had self-identified a study skill need, contacted the student, identified the campus resources (especially through the Learning Resource Center), encouraged pursuit of those resources and, when appropriate, scheduled to meet with the student. Additional benefits became apparent as the Advocate began calling.

First, the Advocate provided one more voice from WSU and Student Support Services indicating interest in the students' progress. Second, students often felt comfortable indicating special concerns they had with instructors, campus offices, and their tutors. The Advocate was able to suggest some directions to explore in resolving the concern but also reported to the students' program counselor, who then could follow up. The efforts of the SSA resulted in students getting support they may not have felt comfortable seeking.

The SSA seeks to contact all students who have not documented study skills development activities. The SSA documented all attempted contact on a daily activities report and reported the outcome of conversations on the Study Skill Development Contact Sheet. Most student contacts by the SSA included study hints and techniques in addition to information about campus resources.

Carey Paul served as Study Skill Advocate through the 1997-1998 academic year. She participated in the CESP 750 Tutor Training Workshop and met regularly with the Educational Enrichment Component Coordinator on a regular basis for supervision. Carey provided significant support to students on an on-going basis. She worked to inform students of the SSS Workshop Series. Carey also assisted with preparing the room, greeting participants and distributing materials at the various SSS Workshops in the Series.

During the 1997-1998 grant year, 120 students indicated interest in some form of study skill development. The SSA had contact with 67 (56% of 120) of those students. Twenty-two (18% of 120) of those students documented services through the Learning Resource Center and 101 (84% of 120) had documented information on study skills provided by their Program Counselor. Of the 120 requesting study skill assistance, 109 (91%) individuals had documented contact with some source. An additional, 22 students did not request study skill assistance but received some form of assistance (Program Counselor, Study Skill Advocate, SSS Workshop or Study Skills Workshop). Altogether, 131 (52% of 250) students documented contact with the Learning Resource Center, their Program Counselor or the SSA.

Monday,
May 11, 1998
10 AM to 2 PM
RSC East Patio & Courtyard

(Rainsite: RSC Fireplace Lounge and Hubbard Hall)

For more information or to participate contact:
David Frerichs, Student Support Services, 978-3715 or
Shukura Bakari-Issa, Community and Multicultural Programs, 978-3034.

Nineteenth Annual Cultural Spring Fling

Sponsored by
Student Support Services, a Federal TRIO Program, and the Office of Community and Multicultural Programs

Notice of Nondiscrimination: Wichita State University does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability. Any person having inquiries concerning this may contact the Office of Affirmative Action, Wichita State University, 1845 Fairmount, Wichita, Kansas 67260-0145.

WSU
WICHITA STATE UNIVERSITY
The Metropolitan Advantage

Nineteenth Annual Cultural Spring Fling

Throughout its history, the Spring Fling has been the vehicle for Student Support Services to celebrate the many cultural heritages represented on the Wichita State University campus. The Nineteenth Annual Cultural Spring Fling provided an opportunity for collaboration with WSU's newly formed Office of Community and Multicultural Programs which oversees the Multicultural Resource Center. Through this effort, resources were shared and energy combined to present an event with a large number of diverse groups represented. The event itself took place on Monday, May 11, 1998, and lasted from 10 AM until 2 PM.

Planning and preparation

The Nineteenth Annual Cultural Spring Fling was planned and presented by Student Support Services and the Office of Community and Multicultural Programs. Throughout the year, representatives of these offices worked to identify individuals and groups who could participate. Participation took the form of music performance on stage as well as sponsorship of booths representing student organizations or specific heritage.

Early in the process, tasks were divided among Student Support Services and Community and Multicultural Programs. David Frerichs, Coordinator of Educational Activities, monitored the general time line for all tasks and provided guidance and support. In addition, he worked on the logistics of ensuring a site, and all necessary physical arrangements. Shukura Bakari-Issa, Graduate Assistant in the Office of Community and Multicultural Programs, supervised efforts to encourage student and community involvement in the event. In addition, they formed a committee late in the fall semester for Spring Fling planning. Sharol Washington and Daniel Kamau served as student representatives of SSS and Jaya Escobar served as a student representative of Community and Multicultural Programs.

In the planning stages, contact was made with the Rhatigan Student Center (RSC) Reservations Office to set the date and site for the Spring Fling. Other arrangements were made with the Student Activities Council, and WSU's Physical Plant. The East Patio of the Rhatigan Student Center was selected as the stage site for the event, with the display tables arranged around the courtyard area. Physical Plant agreed to provide electrical supply for small appliances at the tables, as well as transportation for the tables and chairs. The Reservations office made arrangements for trash containers and other support as required, and the Student Activities Council provided a sound system.

Community and Multicultural Programs provided their database of student organizations. From this list, Student Support Services prepared and mailed over 160 letters of invitation to student groups. The letters included registration forms for tables as well as performances. Spring Fling planning committee members followed up on the letters with phone calls to encourage participation and to poll interest. Through this process,

concerns were identified and solutions were offered.

David Frerichs identified SSS students to take leadership roles in the stage presentation. Shenica Graham, SSS student and tutor, agreed to serve as mistress of ceremonies.

David Frerichs contacted the local Pepsi Cola bottler, who donated fifteen cases of soft drinks to be distributed at the Spring Fling, at no cost to Spring Fling participants. UDS/Total Petroleum, Inc. provided $50.00 in gasoline coupons. Those attending the Spring Fling signed up for a drawing in which the coupons were given away.

Cultural Spring Fling

The Nineteenth Annual Cultural Spring Fling was held on Monday, May 11, 1998. This date was selected for a variety of reasons including awareness of other end-of-semester events, the last day of classes and the weather. The day of the event was beautiful, breezy and sunny. The advance preparation built on successes of previous years in terms of participation both on stage and with tables. Ten groups set up tables and displayed information or offered food. Seven groups performed music. Among performers were SSS student Daniel Kamau and SSS Study Skill Coordinator Carey Paul.

During the day, an estimated 1,000 students, faculty, staff and community members attended the Spring Fling. Over 350 bottles of Pepsi were given away, and many students registered for the gas coupon giveaway. Five people received coupons valued at $10 from the drawing.

1998 Spring Fling Performer Schedule

10:00 .. The Pentonics
11:00 .. WSU- La Banda Hispanica
11:45 .. Daniel Kamau
11:55 .. Carey Paul
12:00 .. 1/2 Mad Poet
1:00 .... Three Corners
1:30 .... Altar the Soul Funk

Table Sponsors

1st Kansas Volunteer Infantry
Delta Sigma Theta
Hispanic American Leadership Organization
Interfraternity Council
Office of Community and Multicultural Programs
Pi Delta Phi, French Honorary
Sigma Delta Pi, Spanish Honorary
Student Support Services
Tutoring Association of Wichita State University
Zeta Phi Beta

Communication

The Educational Activities and Communication Component (EACC) responds to multiple audiences. Therefore SSS focuses on getting information to currently enrolled SSS students, faculty and staff of the university and alumni of the SSS program.

The primary tool for communicating with current SSS students is the *Student Support Services Program News*.

The SSS Alumni Newsletter is a periodic publication. This newsletter goes to all prior students who have graduated. While the goal is to send it annually, the nature of tracking over 700 names and addresses, printing and postage makes frequent mailings cost prohibitive.

Publicity and marketing of SSS takes many forms. Perhaps the best marketing comes from "word of mouth" or students telling students. However, SSS staff have developed a specific plan for identifying, selecting and recruiting WSU students. Additionally, the coordinator of the EACC takes a variety of steps to prepare press releases in a timely manner. Dr. Deema de Silva, Director of SSS, supervised the preparation of video tapes to be used as part of the recruitment strategy.

Business isn't complicated. The complications arise when people are cut off from the information that they need.

—John F. Welch, Jr.
CEO of General Electric

Student Support Services Program News (Newsletter)

The Student Support Services Program News is published 8 times each year. Publication follows a monthly schedule except for 4 combined issues (November/December, January/February, May/June and July/August). The primary audience for the newsletter is currently enrolled SSS students. Topics for publication include features on services from SSS, timelines and procedures for requesting services, reminders about activities sponsored by SSS and by other offices on campus, a calendar of events and important dates, recognition of student achievements such as the SSS Honor Roll, Dean's Honor Roll, Academic Commendation and graduation. In this way, the newsletter serves to affirm the success students achieve and to provide information about resources and strategies available to keep them on the achievement path.

The 1997-1998 grant year brought a change in newsletter format. The newsletter comes in an 11 x 17 inch format folded once to form 4 pages. This format has the advantage of a professional look and greater space for more information. This layout is consistent with the style sheet circulated by the office of University Publications.

The next 4 pages show an example of the Student Support Services News.

I really think you should consider a newsletter.
—Garry Trudeau

Student Support Services

Program NEWS

Go for the Gold! Grades! GPA!! Graduation!!!

March 1998

Time for a Mid-term Check Up

With March comes Spring Break—Yeah! And the mid-semester point. For some the halfway mark is a time of triumph and excitement. For others, well, it just isn't. Now is the time to do some checking to make sure you don't have any surprises.

First, get out your syllabus for each class and all assignments, papers, quizzes and tests that have been graded. Use the syllabus to estimate what your grade is right now. Can't make sense of it? Make an appointment to meet with your counselor. David, Corinne or Vic will be happy to assist you.

Second, if there is any question about your progress in class and particularly about your current grade, make an appointment to meet with your professors. They can tell you exactly what you have done so far this semester and give you a sense of what you need to do to meet your goals.

Finally, get out your calendar and identify all the due dates, test dates and reading assignments for the rest of the semester. Use this visual reference to assist you in planning how you will accomplish all that you must do between now and May 19.

Celebrate Your Heritage

Student Support Services will sponsor the 19th Annual Cultural Spring Fling on May 11, 1998. You can participate in many ways: sponsor an activity or table, perform, help with set up or clean up, assist with planning. For more information about this event which is co-sponsored by the Office of Community and Multicultural Programs contact David Frerichs at 978-3715.

SSS Scholarship Opportunities

Student Support Services has several scholarships available to qualified students. To be eligible, you must be involved in the program at least two semesters prior to the semester you will receive the scholarship, be a Student Support Services current participant, complete the appropriate application materials, and submit all necessary materials by the deadline.

Scholarship applications that will be available during the Spring 1998 semester are the Boeing Scholarship, the Gloria and Philip Farha Scholarship, the Elenore Rudd Scholarship, and the Dr. Christine Thelen Scholarship. Application materials will be available from your Program Counselor or the Student Support Services office. All awards will be for the Fall 1998 semester. Below is a schedule for applications:

Scholarship	Application Available	App. Due
Farha Scholarship	Mar. 2	Mar. 31
Rudd Scholarship	Mar. 2	Mar. 31
Thelen Scholarship	Mar. 2	Mar. 31
Boeing Scholarship	Apr. 1	Apr. 30

For more information, call Corinne Nilsen at 978-3715.

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- New Group Assists Learning 2
- Managing Your Education 2
- SSS Workshop Series 2
- Study Skills Workshops 3

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SSS Workshop Series Continues

There are only two more SSS workshops left in the 1997-1998 series. Each of these workshops are presented by professionals on campus who can help you meet your goals. Mark your calendar now and plan to attend.

Mar. 11 **Plotting the Course toward Graduate School**
212 RSC Larry Ramos, McNair Scholars Program
Plan your course to graduate school. Identify resources to assist you in preparing. Get an overview of the McNair Scholars Program at WSU.

Apr. 8 **Search for Your Perfect Job**
212 RSC Jill Pletcher, Career Services
Planning a job search improves your chances of finding relevant work whether while a student or career employment at graduation.

New Group Centers on Learning

Have you tried everything and still not "getting it?" Are you having trouble learning material in your classes? Have you ever been identified as having a learning disability? Do you suspect you might have a learning disability?

If you answered "YES" to any of these questions, you may be interested in a new group forming in March. The Learning Resource Center will sponsor a series of meetings and workshops designed to respond to these concerns at WSU. The group will meet weekly beginning March 4. The series is a collaborative effort including LRC staff, College of Education faculty, and Counseling Center staff. All meetings will be on Wednesdays at 12:30 p.m. in 164 GWE. Meeting dates and possible topics are below. For more information contact Sue Burdette or Jane Rhoads at 978-3705.

Mar. 4 ..... Goal Setting and Advocacy Techniques
Mar. 11 ..... Learning Styles
Mar. 18 ..... Tips for Learning
Apr. 1 ..... Campus Resources
Apr. 8 ..... Test Taking Tips
Apr. 15 ..... Plan for Finals

Managing your Education

Here are some tips for managing your time and studies from *Study Power* from American College Testing (1994).

Managing your study time:

1. Keep a daily activity list and use it as a guide for getting the important things done.
2. Get into the study habit by setting regular times for studying and sticking to them.
3. Study in blocks of one hour at a time, each followed by a short break.
4. Study your hardest subjects first, while you're most alert and energetic.
5. Keep up with your assignments and study several times a week.
6. Know your strengths and weaknesses as a student and put extra time and effort on the subjects you find hardest.
7. Review each of your subjects at least once a week.
8. Use spare time and weekends for studying and review.
9. Trade off some of your recreation time when you need to make up study time you've lost.
10. Maintain a healthy balance between your classwork and your personal activities.

Fall 1997 Graduates

The SSS slogan "Go for Gold: Grades! GPA! Graduation!" points to the ultimate goal of student participation in the program. Twenty seven students successfully completed a degree in December. We celebrate their achievement and expect to hear great things from their futures. Join us in recognizing the accomplishments of these individuals.

Vickey Churchill	AA	Amanda Khanh Ngo	BBA
Patricia Clark	BA	Ricky Nguyen	AA
Francis Gagne Jr	MA	Robin Nix	AA
Monica Gonzalez-Montanez	BS	Deborah Parrish	AA
Elizabeth Green	BS	Constance Pouyanehr	AA
Melton Hamilton	AA	Camitha Salvant	BS
Duane Harms	BBA	R. Shay Smiart	BS
Rochelle Harper	BSN	Debra Spry-Petkova	AA
Marcia Harrison	BA	Jaime Tillemans	BS
Cary Hudspeth	AA	Mini Titus	AA
Phu Le	BS	Mark Wheeler	BS
Michael Lindsey	AA	Laura Wilson	BS
Tonona Martin	AA	Kim Winfrey	BS
Ann Merrett	BGS		

Fall Semester Honor Roll

We celebrate the excellent work and efforts of students who achieved academic honors. All students listed below completed their fall semester with a 3.0 or better grade point average. Those with a "†" achieved academic commendation (≥3.5 GPA on 6-11 semester hours) and those with a "*" achieved the Dean's Honor Roll (≥3.5 GPA on 12 or more semester hours).

Ekerette Akpan*
Grace Akpan
Sheri Alexander*
Latina Alston
Ruthann Aylworth
Donna Baker†
Danielle Bateman
Pamela Bauer-Kane*
Leland Befort†
Deborah Buggs†
Sharon Conley*
Loan Dang†
Karen Doyle†
Debra Elliott†
Leslie Englehart†
Juan Fregoso*
Carol Gallegos†
Rebecca George*
James Gibson†
Othel Gray
Kerry Grosch
Melissa Hatfield
Sherry Hicks
Carolyn Holt†
To-Nga Huỳnh*
Heather Kennedy*
Angela Klaus
Thuc Le*
Michael Lindsey*
Mary Love
Rosanne Luna
Angee MacMurray*
Melissa Marcum*
Lan Nguyen*
Minh Nguyen*
Xuanmai Nguyen†
Kristi Oberg*
Ruth Anne Orr†
Hang Pham*
Silver Pleass†
Vicki Quade*
Yeni Rodriguez*
Johan Suh
Tracy Thomas
Loan Vu*
Terry Walker
Sharol Washington†
Tina Wetzel
Teresa Yokley
Bonita Zreliak-Craig†

LRC Study Skills Workshops

Did you miss the Study Skills Workshops sponsored by the Learning Resource Center? Do you need a refresher? Here's your chance to catch the workshops live and in person.

Date	Time	Title	Place
Mar. 9	12:30-1:20	Memory Techniques	129 RSC
Mar. 10	12:30-1:20	Listening & Notetaking Tech.	129 RSC
Mar. 11	12:30-1:20	Test-Taking Strategies	129 RSC
Mar. 11	1:30-2:20	Study Math & Handle Anxiety	129 RSC
Mar. 12	12:30-1:20	Studying the Sciences	163 GWE
Mar. 13	12:30-1:20	Learning from Textbooks	129 RSC

LRC staff indicate that you may bring your lunch.

Calendar

March

2-31 ——— Thelen Scholarship application period
Farha Scholarship application period
Rudd Scholarship application period
9-14 ——— Most first 8-week classes end this week
11 ——— "Plotting the Course toward Graduate School" workshop
13 ——— Mid-semester point
16 ——— SSS Mid-semester conferences begin
20 ——— Mid-term grade reports mailed to students
22-28 ——— Spring Recess

April

1-30 ——— Boeing Scholarship application period
3 ——— Last day to officially drop with a "W"
SSS Mid-semester Conferences end
8 ——— "Search for Your Perfect Job" workshop
13-14 ——— Tentative dates for Fall 1998 Schedule of Courses to be available
20 ——— Tentative date for Fall 1998 early registration to begin

May

8 ——— SSS Student and Tutor Recognition Banquet
11 ——— Last day of classes
Cultural Spring Fling
12 ——— Study day
13-19 ——— Final examinations
15 ——— Commencement (evening)
23 ——— Tentative date for Spring grades to be available

This information is provided as a service to Student Support Services students. For more comprehensive official information see the schedule of courses.

Meet Monthly with your Program Counselor

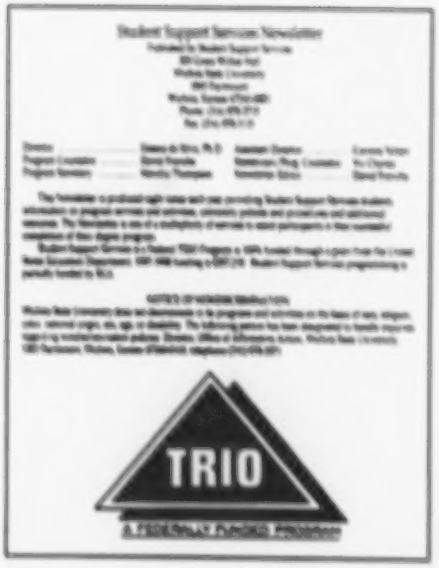
WICHITA STATE UNIVERSITY
Student Support Services
1845 Fairmount, Wichita, Kansas 67260-0081

Have a Tutor?
Do a Conference!

With the mid-semester point comes time for the Student Support Services Mid-semester Conferences. These conferences are a strategic planning session for students, the tutors and their SSS counselors. All students receiving tutoring will need to meet with their counselor. The tutor will usually schedule the half hour conference during a regularly scheduled tutoring session.

At the conference expect to answer questions about your progress in class, how you use your tutoring time and any changes you would like to make to improve the second half of the semester. Through this assessment process we can make plans for a successful conclusion to your semester.

Questions about the conferences? Ask your tutor or call your Program Counselor at 978-3715.



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Publicity and Marketing

Student Support Services staff are acutely aware that communication often requires multiple messages in many modes. Students frequently do not understand the importance of the information available to them when they first hear it. Typically, they do not recognize their need until they are ready, some crisis has erupted in their educational life. Then, they frequently exclaim, "Why didn't anyone tell me?!"

The challenge then becomes to ensure that the message is available to students whenever their "crisis" may open them to hearing about services from Student Support Services. To meet this challenge SSS staff have developed an extensive plan for identifying, recruiting and selecting students for program participation. The scope of this plan which falls within the Educational Activities and Communication Component (EACC) is communication.

SSS staff seek to offer program information in a variety of forms, in many settings, over continuing time. Communication forms are both written and oral. They take the form of press releases to the media (*Sunflower* and the Office of University Communication), letters to academic advisors and instructors, letters to prospective students, and in-person presentations.

David Frericha, Coordinator of Communication, developed press releases about the shift in enrollment procedures that accompanied the new grant cycle, about services offered through SSS and about special events and the SSS Workshop Series. In the course of preparing these documents for circulation, he consulted with Jerry Siebenmark, Editor of the *Sunflower*, and Joe Kleinsasser, Office of University Communication. After ensuring he understood the optimum timeframe for getting coverage, he developed the materials to meet the deadlines for each constituency. The result was consistent coverage by the media, especially the *Sunflower*. In addition to the media releases, Frerichs submitted each item for the on-line campus calendar maintained on WSU's WWW Homepage.

The second form of communication in the marketing plan is more direct in the form of a letter to academic advisors and University College instructors. These individuals have the opportunity to identify students who would benefit from services offered by SSS. Frerichs collaborated with University College and the Advisor's Forum to ensure an accurate mailing list of academic advisors. The letter was prepared under Director Deema de Silva's signature for delivery in early August, a prime advising period. Advisors were informed of the services available and encouraged to make referrals when appropriate. At the same time, Assistant Director Corinne Nilsen prepared a letter offering informational presentations during class time to all University College instructors. In this letter, instructors received reminders of the many services available through SSS and encouraged to allow time for students to get to know the program first-hand.

In addition to communicating with sources of referrals, SSS targets two groups of potentially eligible students

for mailings. As part of the plan to identify, recruit and select participants, SSS has developed a system for identifying potentially eligible students. This plan requires collaboration from the Office of Undergraduate Admissions, the University Computing Center, the Office of Student Financial Planning and Assistance and SSS. Through this system, first generation college students who are eligible for PELL grants are identified. Vic Chavez, Statistician, coordinated this process and drafted a letter under Dr. Deema de Silva's name to be sent to all identified students.

The second group of students targeted for direct mail, is first semester students living in the residence halls. David Frerichs handled communication with Susan Ratz of University Housing to secure a list of students. He drafted a letter under de Silva's signature. The letter went to all freshmen in the residence halls during the second week of classes.

The final piece of the marketing strategy is personal recruitment through displays, classroom presentations, presentations to student organizations and informal one-to-one meetings. SSS reserved a table in the Rhatigan Student Center during the peak registration periods and offered information to students while they processed their fee payment. Additionally, SSS reserved a table during the WelcomeFest activity fair. Finally, each counselor made presentations to classes and to student organizations as requested by instructors or group officers.

While the overall marketing strategy involved much overlap—many freshmen in the dorms were already identified by the Admissions/ Financial Aid list, all University College instructors are academic advisors—the efforts to deliver the message several times in several forms support seeking just that kind of duplication. The goal is to present a consistent and ever-present message that services are available and that Student Support Services can help. From this perspective the marketing campaign and publicity was a success.

Marketing Summary
Student Support Services Video

Purpose: SSS Public Relations Campaign

Audience: Prospective students, prospective tutors, faculty

Procedure/tool: Presentation, testimonial ads, and 5 minute video

Copy & Script: Written by Preston Sanders, Judy Palmero-Everts, Subashni Seshadari, and Jay Arpputhavalli in consultation with SSS Director Dr. Deema de Silva (with supervision from Dr. Philip Gaunt, Professor and Director of the Elliott School of communication)

Videotaping: Preston Sanders, Judy Palmero-Everts, Subashni Seshadari, and Jay Arpputhavalli

Content: Scripts for two kinds of presentation. The first for use with departmental faculty meetings and the second for brief presentations to selected classes. In both cases the agency was to produce a video within the presentations. The primary audience of the video was to be prospective students and tutors while the secondary audience is faculty, staff and administrators.

Note: During 1996 Dr. de Silva began conversations with Dr. Phillip Gaunt, professor of communications, about public relations campaigns. He offered to assign a class project in his COMM 626: Public Relations Campaigns class. The class project would be for students to serve as an agency evaluating current Student Support Services public relations activities and developing a campaign proposal.

The agency produced a 5 minute presentation outline and 5 minute video that included an introduction, overview of services offered, a success story, and benefits list. The agency also produced a human interest story for release to the *Sunflower*.

Marketing Summary
Student Support Services Video

Purpose: Market SSS Services to eligible WSU students

Audience: Prospective students

Procedure/tool: 12 minute video tape

Script: Written by Sandeep Chopra and Elizabeth Anderson in consultation with SSS Director Dr. Deema de Silva

Videotaping: Sandeep Chopra, a senior studying international business and student assistant with WSU's Media Resource Center

Content: The focus includes demands of college life, difficulty with financial independence and managing coursework. The student gets connected with the SSS program, learns about the various resources, uses the tutoring and counseling, and successfully completes her degree.

Note: To increase the visibility of the SSS program during the new Grant Cycle (1997-2001), Director de Silva commissioned Sandeep Chopra and Elizabeth Anderson, a senior majoring in theater and SSS tutor, to produce a video. The video was completed during the summer of 1997.

Part

4

Tracking and Evaluation Component

Research and Evaluation Component Schematic Chart

Reseach and Evaluation Component

Student Services

Evaluations

Qualitative and Quantitative Program Success

McNair Program Arrival

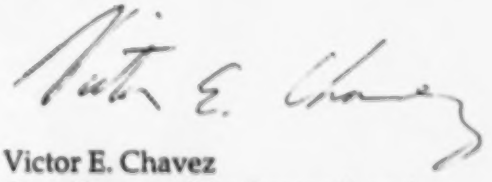
Case Studies

From the Coordinator

The Tracking and Evaluation Component plays a key role in providing the information and analysis to assist the program to plan and implement changes. Through the use of on-going measurement and analysis, longitudinal tracking of students, and tutor and student feedback. This component is responsible for the collection of data for the Student Support Services program. Through program-developed forms and computerized data bases, the Tracking and Evaluation Component tracks students participating in the program and the services they receive. It also monitors the quality of services provided to students through the Evaluation of Program Services and the Tutor Perception Survey, both of which are conducted at the end of each semester. This includes the recording of information, the evaluation of Tutoring Component activities and Communication and Educational Activities Component activities, and the preparation of reports. This component also conducts the bi-annual Educational Needs Survey which provides information regarding the current needs of students at WSU.

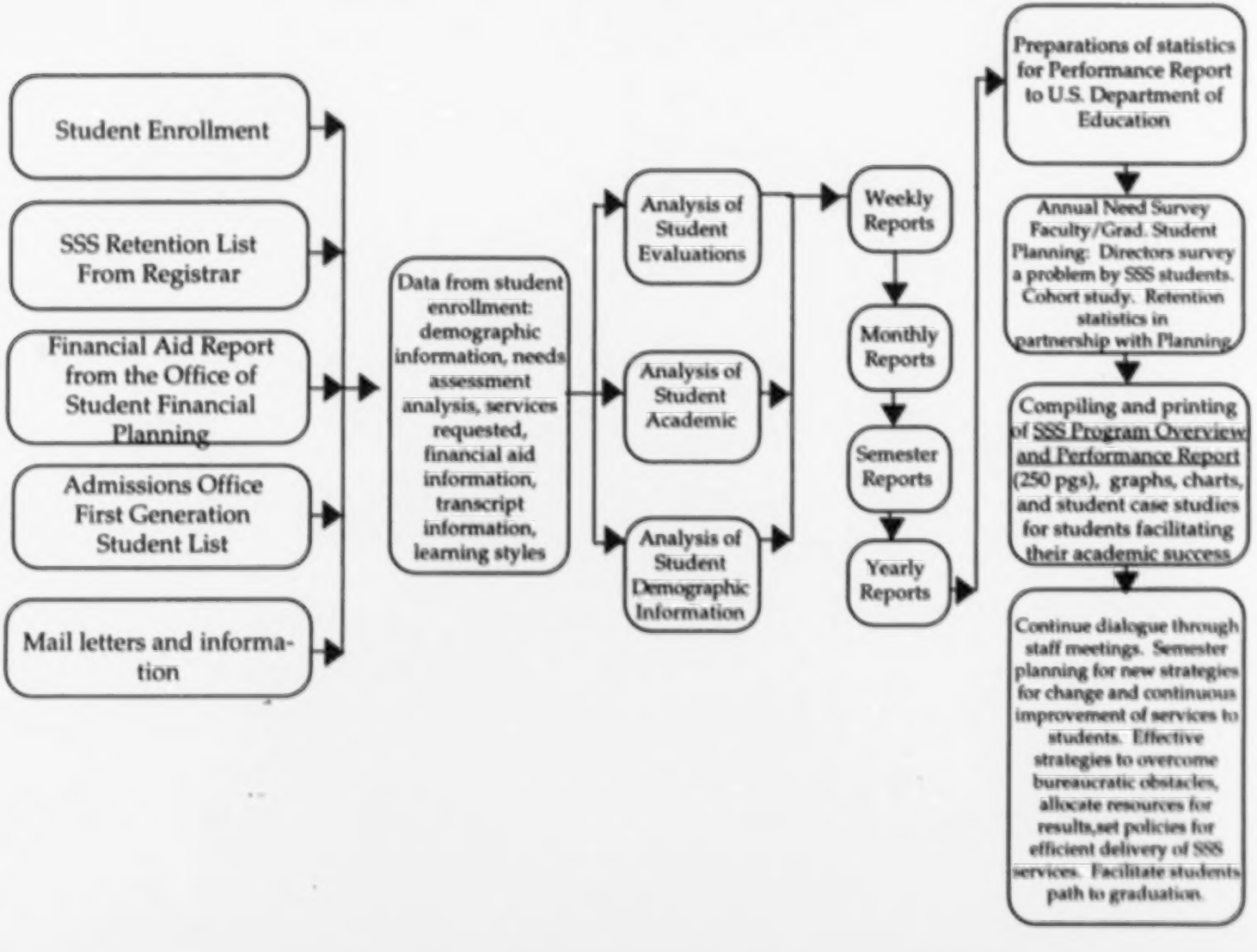
The following report presents information from the Tracking and Evaluation Component for the 1997-1998 academic year. This information was compiled throughout the year and is presented through tables and graphs, as well as summaries of evaluations.

The Tracking and Evaluation Component serves as validation of Student Support Services' endeavor to continuously improve the quality of the services provided to students within the program.



Victor E. Chavez
Coordinator of the Research and Evaluation Component
and Statistician

Process Chart of Tracking and Evaluation Component


Student Enrollment
SSS Retention List From Registrar
Financial Aid Report from the Office of Student Financial Planning
Admissions Office First Generation Student List
Mail letters and information
Data from student enrollment: demographic information, needs assessment analysis, services requested, financial aid information, transcript information, learning styles
Analysis of Student Evaluations
Analysis of Student Academic
Analysis of Student Demographic Information
Weekly Reports
Monthly Reports
Semester Reports
Yearly Reports
Preparations of statistics for Performance Report to U.S. Department of Education
Annual Need Survey Faculty/Grad. Student Planning: Directors survey a problem by SSS students. Cohort study. Retention statistics in partnership with Planning
Compiling and printing of SSS Program Overview and Performance Report (250 pgs), graphs, charts, and student case studies for students facilitating their academic success
Continue dialogue through staff meetings. Semester planning for new strategies for change and continuous improvement of services to students. Effective strategies to overcome bureaucratic obstacles, allocate resources for results,set policies for efficient delivery of SSS services. Facilitate students path to graduation.

Tracking and Evaluation Component—90

Tracking and Evaluation Component

The three main functions of the Tracking and Evaluation Component are to collect and record data to document services provided to students, to evaluate the services of the Program in order to identify beneficial services and areas for improvement, and to generate reports to document the Program's progress toward and achievement of goals. The Statistician/Program Counselor coordinates the activities of the Tracking and Evaluation Component.

The Process Chart of the Tracking and Evaluation Component shows the interrelationship of all three components and the activities of the Tracking and Evaluation Component. Data is obtained on a daily, weekly, monthly, semester, and yearly basis. A variety of program-developed instruments are used to collect this data through the student enrollment process, the Tutorial Component, the Communication and Educational Activities Component. This data is recorded and stored on a computer data base accessible to all staff members.

Evaluation comes in two forms. The first method of evaluation is through the use of program-developed forms to provide the Program with feedback on the quality of services received and areas for improvement. These evaluations are completed by students and Tutors throughout the year. The second form of evaluation is the student's academic performance as recorded on transcripts. The impact of tutoring, counseling, and other educational activities can be measured by the grades students receive in tutored courses and by changes in their grade point average.

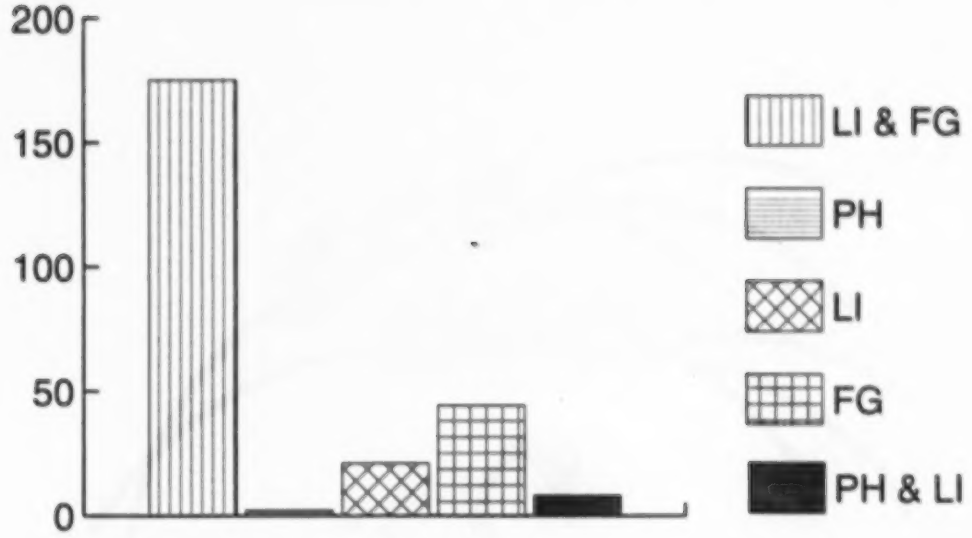
Reports providing information on students and the services they received are generated from the data stored on the computer database and from the evaluations. Some of these reports are generated on an on-going basis and are used by the Program to monitor its progress towards the achievement of its measurable goals. Other reports are completed at the end of the year to document the Program's activities.

Included in this section are statistics on the Program participants served during the 1997-1998 academic year and the services they received. This is followed by evaluations of Program activities completed by students and Tutors. The section concludes with a list of highlights of the Program's success for 1997-1998.

Program Participants

The Program served 250 students during the 1997-1998 academic year. The graphs and tables on the next pages show the breakdown of the student population by eligibility, ethnicity, and gender.

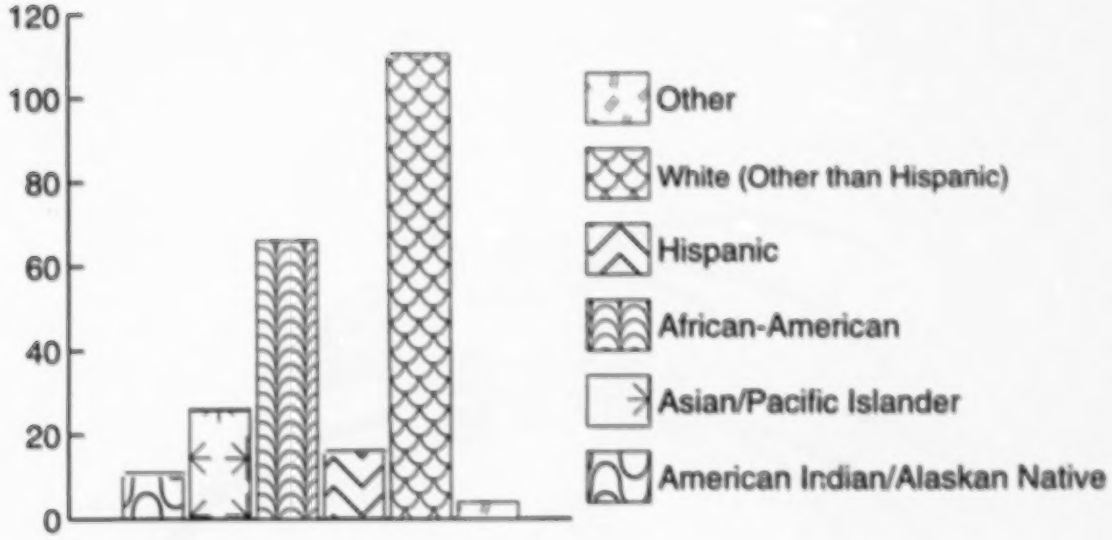
Student Eligibility



Eligibility Table

	Number of Students	Percent
Low Income and First Generation College student	177	70%
Individuals with disabilities	2	1%
Low-income students only	18	7%
First generation college students	49	20%
Disabled and low-income students	4	2%
Total Students	**250**	**100%**

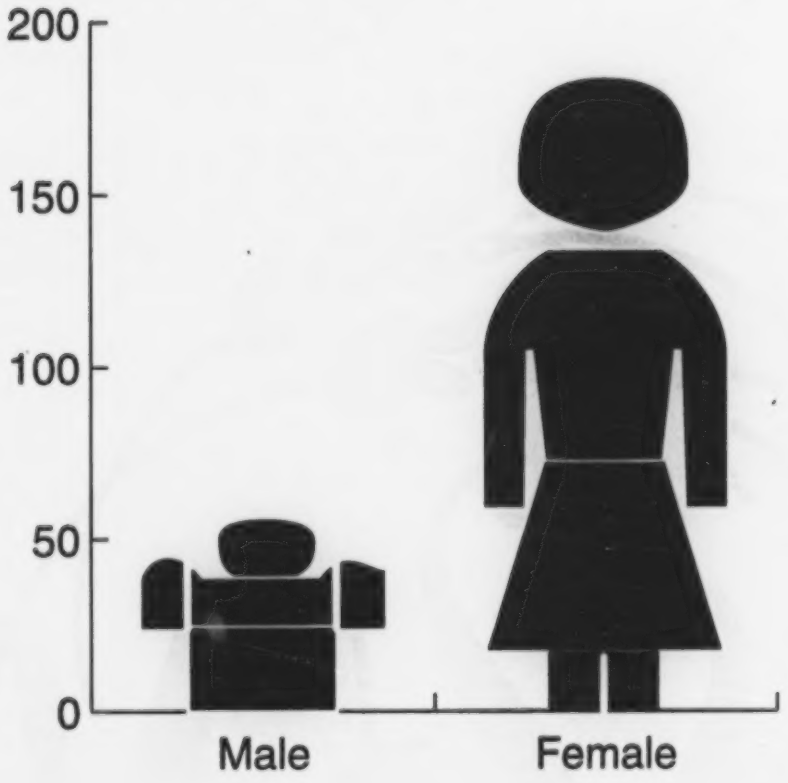
Student Ethnic Background



Ethnicitiy Table

	Number of Students	Percent
American Indian/ Alaskan Native	9	4%
Asian/Pacific Islanders	29	12%
African-American	80	32%
Hispanic	15	6%
White (Other than Hispanic)	113	45%
Other	4	2%
Total Students	**250**	**100%**

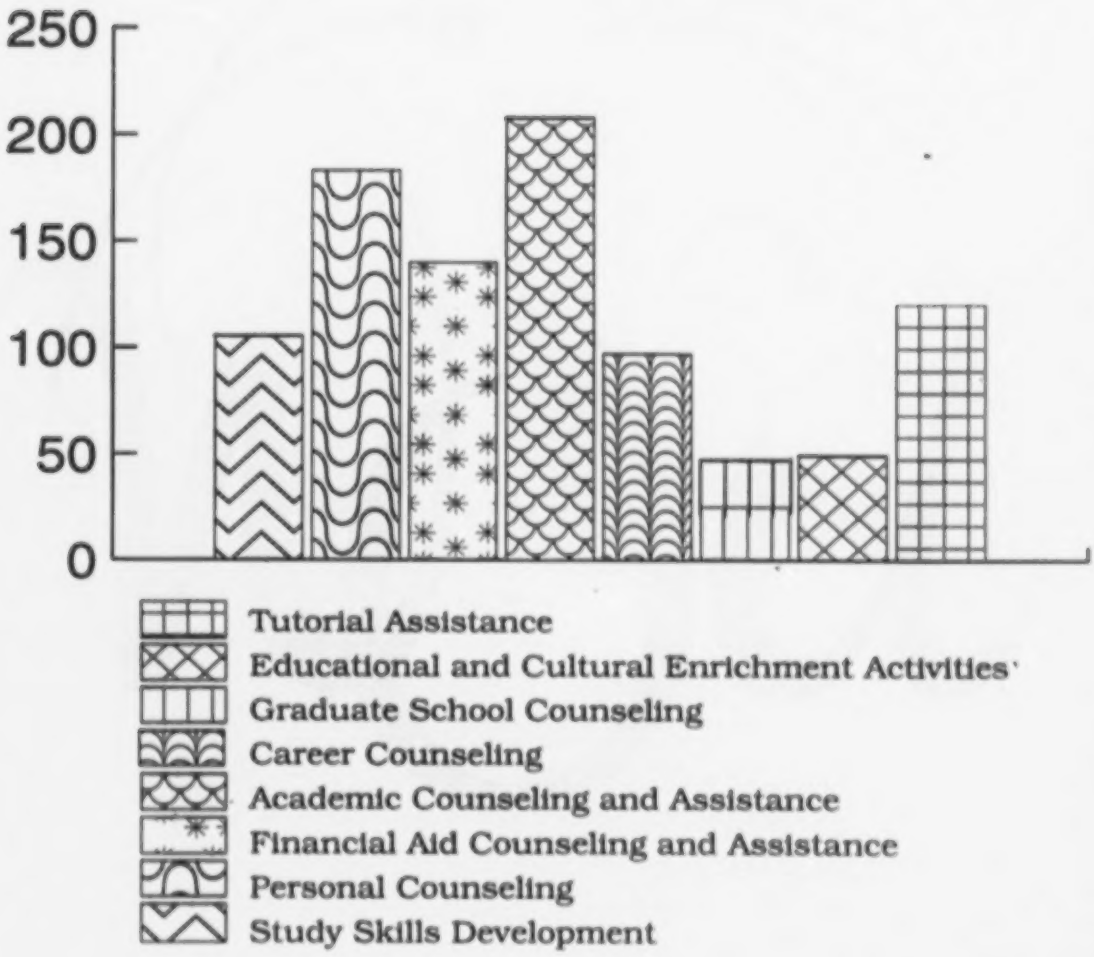
Student Gender



	Number of Students	Percent
Female	194	77%
Male	56	23%
Total Students	**250**	**100%**

Services Received

Student Support Services offers a multiplicity of academic support services to assist students. These services include tutorial assistance; educational and cultural enrichment activities; study skills development; financial aid information and assistance; career guidance; graduate school advising; and academic and personal counseling. The chart below and the table on the following page show the number of students who received each service.



Services Received

Service	Number of Students Served
Study Skills Development	102
Personal Counseling	201
Financial Aid Counseling and Assistance	153
Academic Counseling and Assistance	205
Career Counseling	126
Graduate School Counseling	49
Educational and Cultural Enrichment Activities	48
Tutorial Assistance	117

Tutorial Assistance

One hundred seventeen students were tutored during the 1997-1998 academic year. The courses that students received tutoring in were the following: Accounting, Biology, Chemistry, Communications, Computer Science, Economics, English, History, Mathematics, Minority Studies, Physical Education, Physics, Psychology, Sociology, and Spanish.

Evaluation of the effectiveness of the tutorial assistance comes in the grades received in the tutored courses at the end of the semester. An analysis is done of the number of students who withdrew from their tutored courses and the grades of the students who remained in their tutored courses. Reasons for students not receiving a passing grade in a tutored course are identified.

The courses that Student Support Services students received tutoring in and the grades received in those courses are in the following pages. This information is broken down by semesters - Fall 1997, Spring 1998, and Summer 1998.

Tutored Courses
Fall 1997

Course	Credit Hrs.	No. of Students	Credit Hrs. Tutored
Anthropology			
101	3	1	3
Art History			
121G	3	1	3
Biology			
106G	3	1	3
Chemistry			
103Q	5	2	10
111Q	5	2	10
Computer Science			
105W	1	1	1
211	3	1	3
English			
011	3	5	15
113	3	1	3
100	3	1	3
101	3	2	6
102	3	4	12
272Q	3	1	3
History			
131Q	3	1	3
Mathematics			
011	5	7	35
012	5	1	5
111	3	7	21
112	5	1	5
123	3	1	3
242Q	5	2	10
243	5	2	10
Physics			
213Q	5	2	10
Religion			
110Q	3	1	3

	Course	Credit Hrs.	No. of Students	Credit Hrs. Tutored
Spanish				
	111	5	4	20
	112	5	4	20
	210	5	4	20

Summary

During Fall 1997, 12 different subject areas were tutored (bold titles at left). These areas were taught through 28 different catalog courses (second column).

Sixty one (61) students received tutoring in 63 courses (fourth column), with some students receiving tutoring in more than one course. A total of 247 credit hours (fifth column) were supported through tutorial services.

Grades Received in Tutored Courses
Fall 1997

	Grades Received Number & Percent	
A	8	13%
B	8	13%
C	12	19%
D	2	3%
F	4	6%
Cr	5	8%
NCr	7	11%
I	1	2%
Au	2	3%
W	14	22%
Totals	63	100%

Summary

During Fall 1997, 70% of grades received by Student Support Services students were passing grades of A, B, C, or Cr. This figure is computed by excluding audits (Au) and withdrawals (W).

Tutored Courses
Spring 1998

	Course	Credit Hrs.	No. of Students	Credit Hrs. Tutored
Accounting				
	260	3	1	3
Biology				
	106G	3	1	3
	203Q	5	1	5
Chemistry				
	103Q	5	1	5
	111Q	5	1	5
	112Q	5	1	5
Computer Science				
	211	4	1	4
Economics				
	231	4	1	4
English				
	011	3	1	3
	101	2	3	9
	102	3	2	6
French				
	227	3	1	3
Geology				
	102	3	1	3
Mathematics				
	011	5	5	25
	012	5	3	15
	123	3	3	9
	131	3	2	6
	144	3	1	3
	242Q	5	4	20
	344	3	1	3

Course	Credit Hrs.	No. of Students	Credit Hrs. Tutored
Minority Studies			
491	3	1	3
Physics			
314	4	1	4
Psychology			
111Q	3	1	3
Sociology			
111Q	3	2	6
Spanish			
111	5	2	10
112	5	1	5
210Q	5	3	15
220	3	1	3
225	2	1	2

Summary

During Spring 1998, 14 different subject areas were tutored (bold titles at left). These areas were taught through 30 different catalog courses (second column).

Forty eight (48) students received tutoring in 51 courses (fourth column), with some students receiving tutoring in more than one course. A total of 199 credit hours (fifth column) were supported through tutorial services.

Grades Received in Tutored Courses
Spring 1998

	Grades Received Number & Percent	
A	5	10%
B	15	29%
C	4	8%
D	6	12%
F	2	4%
Cr	3	6%
NCr	4	8%
I	2	4%
W	10	20%
Totals	62	100%

Summary

During Spring 1998, 66% of grades received by Student Support Services students were passing grades of A, B, C, or Cr. This figure is computed by excluding audits (Au) and withdrawals (W).

Tutored Courses
Summer 1997

	Course	Credit Hrs.	No. of Students	Credit Hrs. Tutored
Biology				
	106G	3	1	3
	223	5	1	5
Chemistry				
	111Q	5	1	5
English				
	102	3	2	6
	230	3	1	3
Mathematics				
	012	5	1	5
	111	3	1	3
Spanish				
	111	5	1	5

Summary

During Summer 1998, 5 different subject areas were tutored (bold titles at left). These areas were taught through 8 different catalog courses (second column). Nine (9) students received tutoring in 9 courses (fourth column). A total of 35 credit hours (fifth column) were supported through tutorial services.

Grades Received in Tutored Courses
Summer 1998

	Grades Received Number & Percent	
A	2	20%
B	2	20%
C	1	10%
D	2	20%
F	0	0%
Cr	1	10%
NCr	0	0%
W	2	20%
Totals	10	

Summary

During Summer 1997, 75% of grades received by Student Support Services students were passing grades of A, B, C, or Cr. This figure is computed by excluding withdrawals (W).

Evaluations

Evaluation is an important part of any program. Student Support Services uses a variety of methods and forms to provide information to evaluate the effectiveness of the different activities of the Program and to develop new strategies to better serve students.

Tutorial Assistance

Evaluation of the effectiveness of tutorial assistance comes in the grades received in the tutored courses at the end of the semester. This information was presented on the preceding pages.

Educational Enrichment Activities

The goal of SSS sponsored study skills workshops is to assist students to develop improved study skills and to be better prepared for the educational challenges of higher education. Therefore, evaluation of these educational enrichment activities is through the use of a program-developed form which obtains information from the students who participate in these activities regarding their perceptions of the activity and its effect on their study skills. The evaluations also provide suggestions on ways to improve the sessions in the future.

Evaluation of Program Services

The Evaluation of Program Services is designed to collect information from students on Program activities and services and is completed each semester by students randomly selected to participate. The results are summarized and the information obtained used to identify services of benefit and areas for improvement.

Tutor Perception Survey

This final evaluation initiated by the Director of Student Support Services, Dr. Deema de Silva is completed by the Tutors each Spring semester. It provides valuable feedback from the tutorial staff on the training, facilities, staff and other aspects of the Program. Like the other evaluations, the information obtained is used to identify positive aspects of the Program to continue to be emphasized and areas where the Program can make improvements.

Educational Needs Survey

This bi-annual survey was conducted during the Spring 1998 semester to assess the needs of first generation/ low income students at Wichita State University. This information is used to provide new or better service to the population served by SSS.

These evaluations for the 1997-1998 grant year are included on the following pages. The Evaluations of six of our workshops are presented first followed by the Evaluation of Program Services, the Tutor Perception Survey and the Educational Needs Survey.

Your Learning Style and You
Michael James, EdD
Sponsored by Student Support Services
Session 1 Workshop Evaluation
September 16, 1997

1. How did you learn about this workshop (check all that apply?)

3 SSS Newsletter	0 My tutor	0 My instructor
5 Flyer	0 Another student	3 Advisor/ counselor
5 Other (specify: Sunflower, Metropolitan Advantage, postcard)		

2. Did this workshop help to improve your awareness of resources?

1	2	3
Very Much	Some	Not at all
3 (25%)	9 (75%)	0 (0%)

3. Do you expect to use this information in your classes?

1	2	3
Very Much	Some	Not at all
7 (58%)	5 (42%)	0 (0%)

4. Write two important things you learned as a result of attending this workshop.

•I seem to be #1 a visual & #2 kinesthetic depending on what I am working on.
I learned that I need to pay more attention to determine an approach for each class.

•2 ways to organize what I have learned 1) web–key idea with connecting supportive ideas, 2) ranking ladder–I can list what I know from bottom to top keeping the important info 1st, 2nd, 3rd, etc.

•That I can arrange my information to meet specific exam or test.
That diagrams and visual learning are very important to me.

•I have more skills by vision. How to study and what to expect of how I apply my thought.

•Kinesthetic learning Web, Ladder techniques
•Some graphic organizers
That my perceived style may be different from my actual learning style
•Type of learner I am
Type of learning styles

•I am auditory

I am kinesthetic

- That I am a visual person–but that I know most of my strengths and weaknesses as a person already.

- The KWL or KWHL

That I was high in visual learning

- Learning styles inventory

- I made me realize that there are different style for example visual, auditory, and physical.

I learn the steps to learn better in a variety of diagrams.

5. For our planning of future workshops, what workshop topics or subjects do you suggest?

- Myers Briggs & how it may help one to learn–relate to school–teachers–employers

- Learning new ways of studying

Studying made easier

- Excellent

- More time for this workshop, several (3-4 days).

How to approach instructors who have a different learning style than you do to use your style a well as their own.

- A kinesthetic one

- Personality traits & study habits vs. skills learned and skills unlearned

- Would like to know about the multiple intelligences

- Science

6. Please include any additional comments below (use back if necessary).

- Looking forward to tomorrow seminar

- The professor was able to penetrate through my test worries, and plan to use his information

- Excellent!

- Dr. James presented this info in an easy to understand way that will "stick"–He's one of the best presenters I've heard

Surviving Mid-term Exams
Sue Burdette
Sponsored by Student Support Services
Workshop Evaluation
October 1, 1997

1. How did you learn about this workshop (check all that apply?)
   _3_ SSS Newsletter _1_ My tutor _1_ My instructor
   _6_ Flyer _1_ Another student _2_ Advisor/counselor
   _6_ Other (specify: Sunflower, Bulletin Board, Phone call, Phil Ladwig-Returning Adult Seminar)

2. Did this workshop help to improve your awareness of resources?

1	2	3
Very Much	Some	Not at all
13 (81%)	3 (19%)	0 (0%)

3. Do you expect to use this information in your classes?

1	2	3
Very Much	Some	Not at all
14 (88%)	2 (12%)	0 (0%)

4. Write two important things you learned as a result of attending this workshop.

•How to take test.
How to study for a test (in a very short time) and retention.

•How to get all of my senses involved in studying for a test.
Some ways to calm test anxiety.

•I learned how to take a test.
Answer all the questions.

•Never leave a question unanswered
Write notes on test back

•How to write better essay answers
Taking better tests, and doing very well on the test

•Test taking strategies
Doing a time schedule to keep up with my times, when it comes to study.

•Preparation
More confidence in attempting to prepare for exams.

•That teachers might have old tests on file.
That it's okay to get old students' tests of teachers

•How to answer essay questions
The idea of graphing information from notes and textbook

•The use of flash cards
Reading out loud the material to be read

•Index cards for notes to use for study guides
Time management

•Tape recording the information
managing your time to study

•Capture a better understanding of test-taking
Strategic method to improve studying for courses

•Organize study times
Learned what I should be concerning/learning/preparing for mid-term exam

•Method study for test
Keywords study for essays

•Test taking points
How to study for an exam

5. For our planning of future workshops, what workshop topics or subjects do you suggest?

•More on taking test and "how to"

•Choosing careers that you do very well in.

•Doing research material

•Math study skills

•This needs to be a two day program for more details about the different study system

•In-depth time management skills

•Time management

•Any one that is supposed to go to

6. Please include any additional comments below (use back if necessary).

•Very well presented—kudoes!

•Very good speaker, very good information given. Thank you!

Study Skills for the Sciences
Workshop Evaluation
Sponsored by Student Support Services
October 29, 1997

1. How did you learn about this workshop (check all that apply)?

❑ SSS Newsletter ❑ My Tutor ❑ My Instructor
❑ Flyer ❑ Another Student ❑ Advisor/Counselor
❑ Other (specify: _____)

2. Did this workshop help to improve your strategies or skills?

1	2	3
Very Much	Some	Not at all

3. Do you expect to use this information in your classes?

1	2	3
Very Much	Some	Not at all

4. Write two important things you learned as a result of attending this workshop.

a. _____

_____

b. _____

_____

5. For our planning of future workshops, what workshop topics or subjects do you suggest?

_____

_____

6. Please include any additional comments below (use the back if necessary).

_____

Searching for More... Financial Aid
Workshop Evaluation
Sponsored by Student Support Services
February 4,1998

1. How did you learn about this workshop (check all that apply)?

❑ SSS Newsletter ❑ My Tutor ❑ My Instructor
❑ Flyer ❑ Another Student ❑ Advisor/Counselor
❑ Other (specify: _____)

2. Did this workshop help to improve your strategies or skills?

1	2	3
Very Much	Some	Not at all

3. Do you expect to use this information in your classes?

1	2	3
Very Much	Some	Not at all

4. Write two important things you learned as a result of attending this workshop.

a.

_____

_____

b.

_____

_____

5. For our planning of future workshops, what workshop topics or subjects do you suggest?

_____

_____

6. Please include any additional comments below (use the back if necessary).

_____

Plotting the Course toward Graduate School
Workshop Evaluation
Sponsored by Student Support Services
March 11,1998

1. How did you learn about this workshop (check all that apply)?

❑ SSS Newsletter ❑ My Tutor ❑ My Instructor
❑ Flyer ❑ Another Student ❑ Advisor/Counselor
❑ Other (specify: _____)

2. Did this workshop help to improve your knowledge, strategies or skills?

1	2	3
Very Much	Some	Not at all

3. Do you expect to use this information in your education?

1	2	3
Very Much	Some	Not at all

4. Write two important things you learned as a result of attending this workshop.

a.

_____

_____

b.

_____

_____

5. For our planning of future workshops, what workshop topics or subjects do you suggest?

_____

_____

6. Please include any additional comments below (use the back if necessary).

_____

Search for Your Perfect Job
Jill Pletcher
Sponsored by Student Support Services
Workshop Evaluation
April 8, 1998

1. How did you learn about this workshop (check all that apply?)

0 SSS Newsletter	0 My tutor	0 My instructor
2 Flyer	0 Another student	0 Advisor/ counselor
0 Other (specify:_____)		

2. Did this workshop help to improve your knowledge, strategies or skills?

1	2	3
Very Much	Some	Not at all
2 (100%)	0 (0%)	0 (0%)

3. Do you expect to use this information in your education?

1	2	3
Very Much	Some	Not at all
2 (100%)	0 (0%)	0 (0%)

4. Write two important things you learned as a result of attending this workshop.

- Build my personal confidence
  Separate info interviews from actual job seeking
- Informational interviews
  Begin search in advance of graduation

5. For our planning of future workshops, what workshop topics or subjects do you suggest?

6. Please include any additional comments below (use back if necessary).

- Every little piece of info helps - Thank You!
- Loved the personal touch and feedback - Jill is SUPER!!

EVALUATION OF PROGRAM SERVICES

The following is a survey by Student Support Services to evaluate the services you received during this past semester. **We appreciate the feedback that you provide. Thank you for taking the time to complete this evaluation.**

Semester : 1997 Fall ____ Spring ____ Summer

Please tell us about yourself:

6(21%) Male 21(78%) Female

Do you work? 6(21%) No 6(21%) On-campus 14(52%) Off-campus

How many hours per week do you work?

3(10%) 0 3(10%) 1-9 5(17.5%) 10 -19 6(21.2%) 20-29 6(21.2%) 30-39 4(14%) 40+

How many jobs do you currently hold? 23(85%) 1 3(10%) 2 1(4%) 3+

Are you 13(48%)Single 6(21%)Married 5(18%)Divorced 1(4%)Widowed

Number of Children 1.24(mean) Age(s) 11.08(mean)

Who encourages you to complete your degree? (check all that apply)

15(56%)Mother 14(52%) Father 8(29%) Sister/Brother 11(40%) Children

9(32%) Spouse 11(40%) Friend 3(10%) Grandparent(s) 11(40%) Other

Do you have a specific area where you go to study? 23(85%) Yes 4(14%) No

Is your study area located 13(48%) On campus 13(48%) Off-campus

If you need to use a Typewriter or Computer, where do you go?

5(18%) Computing Center 13(48%) Home 3(10%) SSS 6(21%) Other

How many semester hours have you completed towards your degree ?

8(29%) < 30 7(25%) 30 - 59 7(25%) 60 - 89 5(18%) 90 and above

How many semester hours are you currently enrolled in this semester?

3(10%) 1-5 8(29%) 6-11 15(56%) 12-15 1(4%) > 15

Please put a check in front of the services and activities you felt were of the most benefit to you:

- 17 Academic Counseling
- 9 Counseling for personal problems
- 13 Financial Aid Information and Assistance
- 5 Career Guidance / Employment opportunities
- 2 Graduate School Information
- 22 Tutoring
- 4 Computer / Typewriter Usage
- 5 Book Usage Program
- 1 Cultural Activities
- 7 SSS Newsletter
- 5 workshops at the Reading and Study Skills Center
- 6 video or audiotapes at the Reading and Study Skills Center
- 1 assistance from the Study Skills Advocate
- 1 Other (please specify)

(Continued on the back)

Did Student Support Services assist you to:

Solve campus problems by directing you through the proper procedures or by referring you to the appropriate person? 22 Yes 4 No

Improve your G.P.A. after you received services? 24 Yes 2 No

To increase your academic confidence? 25 Yes 1 No

Make friends, join study groups or student associations? 16 Yes 10 No

Know more about financial services/applying for scholarships? 22 Yes 4 No

After joining Student Support Services, do you:

Spend more time doing homework? 22 Yes 4 No

Spend more time studying? 21 Yes 6 No

Spend more time preparing for exams? 20 Yes 6 No

Seek outside (academic or personal) counseling ? 21 Yes 6 No

Manage your time more wisely? 24 Yes 3 No

Talk more with your children/school-age relatives on the importance of school work? 24 Yes 3 No

Limit your TV time? 23 Yes 4 No

Academic / Career:

How often do you keep in touch with your Student Support Services counselor?

2.1(mean) (fill in) per month 3.3(mean) (fill in) per semester

How does your counselor keep in touch with you?

21 In-person 20 Telephone 5 Mail 5 Newsletter

After _____ semesters I feel that I will/will not (circle one) be graduating from WSU.

Other schools that you have attended other than WSU:

See Attached

What is the job you wish to attain after graduation?

See Attached

And this job is in what field of work? (i.e. business, education, engineering, medical) See Attached

Are you satisfied with the services that Student Support Services provides?

I am **(26)**/ am not **(0)**(circle one) satisfied with the overall services of SSS.

I will **(25)**/ will not **(1)**(circle one) continue with the program next semester.

I will **(27)**/ will not **(0)**(circle one) recommend SSS to my WSU friends.

When you think of your overall SSS/TRIO experience, the activity that most assisted you to maintain, improve, persist in school, or acquire confidence in yourself was:

19 Academic & Personal counseling

22 Tutoring

2 Cultural activities

5 Educational activities (Book usage program)

1 Other (Please specify) **See Attached**

Did Student Support Services assist you to:

Stay in school? 25 Yes 2 No

To increase your academic performance? 26 Yes 1 No

Pass a course (i.e. through counseling or tutoring)? 27 Yes 0 No

Comments:

Question: After _____ semesters I feel that I will/will not (circle one) be graduating from WSU.

Answers: The number of semesters information is only useful if the student also answered the "will/will not" portion of the question. Eight persons left the "will/will not" portion unanswered. Of those who answered the question completely (N=19), fourteen indicated that they "will" be graduating from WSU after 1,1,2,2,3,3,3,3,4,5,5,6,8 and 12 semesters.

Question: Schools that you have attended other than WSU:

Answers: Coffeyville Community College (2), Pratt Community College(2), Highland Community College, Cloud County Community College, Butler CCC(4), Wichita area Vo-tech (2), Seward CCC, Panhandle State U., Hutchinson CCC., Barton CCC, University of Kansas, Texas Christian University.

Question: What is the job you wish to attain after graduation ? And this job is in what field of work ?

Answers:

-Elementary Teacher...Education
-Social work or Registered Nurse...Medical
-Teaching...Education
-Pediatric Nursing...Nursing
-Teacher...Education
-Computer Science...Business
-Social work or Counseling position...Social
-Clinical Psychologist... Liberal arts
-Grad. School... Psych and Computer Science
-Self employed...Political Writer
-Working at a runaway shelter...Psychology
-System analyst...Business
-Hospital Administrator...medical business
-Director of home for women and children...Social work
-Civil rights activist/Legislator...Law/public service
-Speech Pathology...Education
-Programmer...Business
-Systems Analyst...Business
-Engineer... Engineering
-Social Worker...Medical
-Teaching...Education
-Government...Social Work
-Legal assistant...Social work

Question: I am / am not (circle one) satisfied with the overall services of Operation Success.

Answer: I am satisfied =22
I am not satisfied = 1

Question: I will / will not continue with the program next year.

Answer: I will continue = 22
I will not continue =1

Question: I will / will not (circle one) recommend Operation Success to my WSU friends.

Answer: I will recommend = 24
I will not recommend = 0

Question: When you think of your overall Operation Success/TRIO experience, the activity that assisted you to maintain, improve, persist in school, or acquire confidence in yourself was :

Answer: Other (Please specify)_____
-Book Usage program

EVALUATION OF PROGRAM SERVICES

The following is a survey by Student Support Services to evaluate the services you received during this past semester. **We appreciate the feedback that you provide. Thank you for taking the time to complete this evaluation.**

Semester : ____ Fall 1998 Spring ____ Summer

Please tell us about yourself:
14(29%) Male 34(71%) Female
Do you work? 10(20%) No 10(20%) On-campus 22(46%) Off-campus
How many hours per week do you work?
6(12%) 0 4(8%) 1-9 7(15%) 10 -19 10(29%) 20-29 9(19%) 30-39 4(8%) 40+ How many jobs do you currently hold? 29(60%) 1 6(12%) 2 2(4%) 3+
Are you 22(48%)Single 13(28%)Married 10/(22%)Divorced 1(2%)Widowed
Number of Children 1.31(mean) Age(s) 13.08(mean)

Who encourages you to complete your degree? (check all that apply)
24(50%)Mother 16(33%)Father 17(35%) Sister/Brother 11(23%) Children
9(19%) Spouse 16(33%) Friend 6(12%) Grandparent(s) 21(44%) Other

Do you have a specific area where you go to study? 33(69%) Yes **9(19%)** No
Is your study area located 23(46%) On campus 26(54%) Off-campus
If you need to use a Typewriter or Computer, where do you go?
10(21%)Computing Center 26(54%)Home 7(15%)SSS 13(27%) Other

How many semester hours have you completed towards your degree ?
12(48%) < 30 10(22%) 30 - 59 11(23%) 60 - 89 12(48%) 90 and above
How many semester hours are you currently enrolled in this semester?
5(10%) 1-5 13(27%) 6-11 26(54%) 12-15 2(5%) > 15

Please put a check in front of the services and activities you felt were of the most benefit to you:

- 27 Academic Counseling
- 11 Counseling for personal problems
- 24 Financial Aid Information and Assistance
- 11 Career Guidance / Employment opportunities
- 3 Graduate School Information
- 43 Tutoring
- 8 Computer / Typewriter Usage
- 8 Book Usage Program
- 2 Cultural Activities
- 11 SSS Newsletter
- 9 workshops at the Reading and Study Skills Center
- 8 video or audiotapes at the Reading and Study Skills Center
- 2 assistance from the Study Skills Advocate
- 1 Other (please specify)_____

Did Student Support Services **assist you to:**

Solve campus problems by directing you through the proper procedures or by referring you to the appropriate person?	34 Yes	8 No
Improve your G.P.A. after you received services?	34 Yes	4 No
To increase your academic confidence?	41 Yes	1 No
Make friends, join study groups or student associations?	22 Yes	13 No
Know more about financial services/applying for scholarships?	32 Yes	8 No

After joining Student Support Services, **do you:**

Spend more time doing homework?	38 Yes	6 No
Spend more time studying?	40 Yes	4 No
Spend more time preparing for exams?	41 Yes	4 No
Seek outside (academic or personal) counseling ?	21 Yes	16 No
Manage your time more wisely?	39 Yes	3 No
Talk more with your children/school-age relatives on the importance of school work?	31 Yes	7 No
Limit your TV time?	32 Yes	7 No

Academic / Career:

How often do you keep in touch with your Student Support Services counselor?
2.7(mean) (fill in) per month 3.7(mean) (fill in) per semester

How does your counselor keep in touch with you?
38 In-person 20 Telephone 5 Mail 5 Newsletter

After _____ semesters I feel that I will/will not (circle one) be graduating from WSU.

Other schools that you have attended other than WSU:
See Attached

What is the job you wish to attain after graduation?
See Attached

And this job is in what field of work? (i.e. business, education, engineering, medical) See Attached

Are you satisfied with the services that Student Support Services **provides?**

I am **(46)**/ am not **(0)**(circle one) satisfied with the overall services of SSS.
I will **(43)**/ will not **(1)**(circle one) continue with the program next semester.
I will **(47)**/ will not **(0)**(circle one) recommend SSS to my WSU friends.

When you think of your overall SSS/TRIO experience, the activity that most assisted you to maintain, improve, persist in school, or acquire confidence in yourself was:

29 Academic & Personal counseling
44 Tutoring
4 Cultural activities
10 Educational activities
5 Other (Please specify) **See Attached**

Comments

Question: After_____ semesters I feel that I will/will not (circle one) be graduating from WSU.

Answers: The numbers of semesters information is only useful if the student also answers the "will/will not" portion of the question. Fifteen persons left the "will/will not" portion unanswered. Of those who answered the question completely (N=33), thirty-one indicated that they "will" be graduating from WSU after 2, 3, 4, 3, 0, 0, 0, 1, 5, 2, 4, 5, 3, 8, 2, 0, 5, 2, 2, 3,5,9,8,1,2,5, and 100 semesters. Other responses included, "a lot", "next", "spring" and "?". Two persons indicated that they "will not" be graduating from WSU after "spring" and "2" semesters.

Question: Other schools that you have attended other than WSU ?

Answers: Hesston College, Neosho CCC, Pittsburg State, Kansas Newman, Central Texas College, Kansas Newman, Colorado State, Front Range CC, MS Wades Fashion Design School, Butler CCC, Central VoTech, Butler, Butler, Butler, Hesston College, Butler, Butler, K-State, Butler, Butler, Garden City, Cowley County, None, St. John's College, Butler, VoTech, KS college of Technology, Central Votech, K-State, Highland CCC, Palm Beach Atlantic College, Palm Beach CC, Butler, Hesston College.

Question: What is the job you wish to attain after graduation ? And this job is in what field of work ?

Answers:
In the field of health... Business
Administration. . .Business
Working with substance abusers. . .Psychology
Obstetrical Nursing. . . Medicine
Health care administrator. . . Medical
HRM assistant- director. . .Education
Social service. . .Social work
Management. . .business
Registered Nurse. . .Medical
Computer engineer. . .Engineering
Design engineer in aircraft. . . Manufacturing
Computers
Social work. . .Social work
Ask next semester
Undecided at this time
ESL teacher. . .Education
Social work. . .Educational
Social work. . . Social services

Social worker. . . Medical/clinical
Music performance. . .Music Instrumental
Physical therapist. . .Medical
Registered Nurse. . . Medical
Advocacy for people and disabilities. . .Social services
Social work case worker
Don't know yet; International business
Attorney. . .Liberal Arts and Sciences
I really don't know. . .Psychlogy
Public speaking training. . .Communication
Teacher. . .Education
Social work. . .Sociology
Physical therapy assistant. . .Health
Juvenile counselor/Parole officer. . .Administration of justice
Family nurse practitioner. . .Medical
Library. . .Education
Don't know. . .Business/medical
Computer software designer. . .Business
Administration/management. . .Business
Writer. . .Entertainment
Unsure. . .Medical
Teaching at a university. . .Education/geology
Psychology research. . .
Business management. . .business

Question: I am/am not (circle one) satisfied with the overall services of SSS.
Answer: I am satisfied =46
I am not satisfied =0

Question: I will/will not continue with the program next year.
Answer: I will continue =43
I will not continue =1

Question: I will/will not (circle one) recommend SSS to my WSU friends.
Answer: I will recommend =47
I will not recommend =0

Question: When you think of your overall SSS/TRIO experience, the Activity that assisted you to maintain, improve , persist in school, or acquire confidence in yourself was:
Answer: Other (Please specify) _____
I don't think I would do as well, possibly not even be in school without SSS.
I can do it attitude.
Learning Resource Center
My Counselor's affiliation with other Africans in the past.
Myself, maybe something better 4 myself

Results of Spring 1998-Tutor Perception Survey

1. Tutor Orientation and Monthly Training through course CESP 750E, undergraduate/graduate credit given to tutors through College of Education.

a) Did you find the initial training you received adequate to complete your job responsibilities?

YES	NO
13	1

b) Thereafter, were the topics at training beneficial to you?

YES	NO
14	1

c) Write your suggestions for training to be improved.

-Individualized
-The sessions should be mandatory: both new and advanced tutor attendance-required.
-It's all good.

The following question to be answered by Advanced tutors:

Is the new format for advanced training useful to you? Suggestions?

-Don't make them required attendance.
-Individualistic training by appt. And/or by necessity
-Structure! We need to have guidelines for dealing with lack of foundation. There are few of the advanced tutors who support tutoring unless it is required.
-Don't make them required attendance.

2. Paperwork: This is necessary for the documentation required of us by the U.S. Dept. Of Education.

a) Were the directions and reasons for completing program paperwork clearly presented to you?

YES	NO
15	0

b) Write any specific suggestions on how the paperwork process or forms could be improved to make the Tutor's job easier.

-Via the Internet!
-It's easy already.

-Online form turned in electronically.

3. Tutoring Rooms: The Registrar assigns rooms to us, according to space availability after assignments for classrooms have been completed.

a) Are there enough rooms available for use?

YES	NO
13	1

b) Are they equipped satisfactorily?

YES	NO
13	1

Comments:

-Library rooms do not have adequate chalkboard space & the lighting creates a glare on the chalkboard.

c) What suggestions for improvement could be made for the tutoring rooms you use?

-Unusable chalkboard space. Use glareproof material.

4. Other facilities: To facilitate tutoring.

a) Do you use the supplemental textbooks, resource guides, computers, and other materials to assist you in the tutoring process?

YES	NO
13	1

-The only material received was a copy of the course textbook.
- I used my Spanish textbook.

b) What would you like to see added, modified, and/or deleted?

—Adequate classroom space for tutoring; instructor textbooks
-More textbooks with recent issues, some textbooks are too old.
-More new and up-to-date textbooks.
-No, it's already sufficient
-I feel 2 hours a week per student can be increased about to 4 hours to increase the effectiveness of tutoring even if at the expense of other students.
-Computers

-I wish the office has more extra books. What about having connections with instructors for major subject.
-Instructor guides/solution manuals
-Maybe more help in finding out how to put in touch the student and the tutor in the areas of the campus.

c) Do you see an improvement in the quality of the overall Tutorial Component's services to our students?

YES	NO
13	1

d) Do you see quality improvements in the Educational/Cultural Enrichment component ?

YES	NO
13	0

5. Office Atmosphere

a) What kind of atmosphere does the office project?

-It has a friendly atmosphere
-Warm, approachable, user-friendly
-friendly,
-Friendly,
-Welcoming, warm and fuzzy
-Very warm
-kind, warm, homey, loving,
-friendly, concerned
-friendly, inviting
-questions are welcomed and answers do follow!
-Comfy and inviting
-Comfortable
-It is comfortable and helpful
-relaxed, friendly

b) What has been your perception of the office environment to meet your needs as a tutor?

-I think it is pretty good now.
-Conducive to success
-Helpful
-very helpful
-Open discussion

-Everybody is helpful
-Adequate
-very available and friendly
-I have been given much help & advice when I have sought it.
-Very willing to listen and suggest ways to accomplish my goal.
-It has been functional and cooperative
-Most of time I have got what I need
-they always have the things I need or they know where to find them.
-Satisfactory

c) Are there ways to improve the office atmosphere?

-Not really, maybe occasional coffee
-It is perfect
-There is always room for improvement.
-Yes, there should be at least one person at the reception desk at all times.
-Give all the staff a raise.
-It's good already.
-Yes, one compact disc player & three jazz cd's
-Can't see the Secretary without climbing the wall. Makes it look deserted sometimes.
-Not right off hand.
-Maybe more resources.

6. Staff

Director- Have you found the Director to be available and accessible ?

-Not always
-Yes, very knowledgeable, warm and personable
-Not
-yes
-yes
-yes
-Yes
-yes
-yes
-yes
-yes
-Yes
-Yes
-Yes
-Yes, anytime I had a question or concern- I had easy access.

b) What is your perception of the management and leadership at Student Support Services?

—Good, efficient and effective
-Competent
-Good, especially Corrine
-Corrine is the cornerstone with the help of the other staff
-Good
-It is excellent
-excellent
-great
-They're great!
-Competent, friendly, caring, busy.
-It is very organized.
-Organized

Coordinator for Tutorial Services- Were directions and expectations communicated to you in a clear manner?

-Yes, always very clear
-yes
-Yes
-Yes
-yes
-yes
-very much so
-yes
-yes
-yes
-Yes
-Yes
-Yes
-No
-Fairly clear

b) Were you provided feedback on your job performance?

-Yes
-Yes
-Yes
-yes
-yes
-no
-yes
-no

-yes
-occasionally
-yes, sometimes
-Yes
-No
-Not yet
-No, I was not. (I may say sometimes)

Program Counselors- How would you characterize your relationship with the other Program Counselors?

-Good relationship
-Productive
-They are very encouraging and supportive
-Great
-Adequate
-Friendly
-Friendly
-friendly
-close and prosperous
-fine
-good
-Close, helpful.
-Very good.
-Very good, friends.
-So far I haven't had any difficulty of...(unreadable) with non-available counselors.
-Good

b) Were they available and able to provide you with the information you needed to do your job?

-Yes
-Always
-Yes
-Yes
-Yes
-Yes
-Yes
-Yes
-Yes
-Yes
-Always
-Yes
-Yes
-They were available most of the time
-Yes.

-Yes.

Secretary- When you requested the secretary's assistance, how were your requests met?

-Usually my requests were met very well
-She is very helpful and productive
-Promptly, cheerfully, efficiently
-Immediately
-With consideration for my needs; in a caring manner.
-Immediately w a giant smile.
-With a smile.
-Yes
-Yes
-Always efficient.
-Very well
-Promptly
-Promptly and friendly..
-One always helped me, answered my questions.
-Promptly.
-Adequately and satisfactorily.

b) Was the secretary cordial and cooperative?

-Yes.
-Yes, very much
-Very much so, very eager to answer questions or assist in any way
-Yes, VERY!
-Always!
-Extremely
-Yes, always.
-Yes
-Yes
-Very
-If she wasn't busy with something else
-Yes, always
-Yes.
-Yes.
-Yes, it was.

Other Tutors- Do you feel like you are part of a Quality program at Operation Success?

-Yes.
-Yes
-Yes
-Yes
-Yes
-Yes
-Yes
-Absolutely
-Yes
-Yes
-Yes
-Yes, although I do not know the other tutors
-Yes.
-Yes.
-I do feel so.
-Yes, I do.

b) Comment on your perception regarding the "image" of the office; what you hear form other students.

-Everything that I hear from other students are all good stuffs. All positive comments.
-Students are very enthusiastic about the help being provided. I hear very positive comments.
-Many students are interested, I always recommend the services of TRIO programs to others that ask my advice.
-We are loved and recommended. The office seems to do great things for many students.
-I don't hear anything.
-It is very professional.
-Permanent parking would be a huge help.
-Excellent
-Not enough publicity, most students don't know we are here.
-Do not hear from other students comments about office.
-That it's a good place to be associated with.
-Our office has a friendly environment that means a lot to our students.
-Very impressed.
-I haven't heard any type of comment so far since I should do work For the program, but I perceive the environment is compatible with the goals of the program.

7. Other Experiences-

Briefly comment on your overall experiences while working for Operation Success this past year and convey any thoughts not covered in the preceding questions.

-Working for/with SSS has made me feel as though I'm part of a team providing an important service. The workshops have been excellent and very pertinent to my personal educational plan. They were well presented. SSS has also made me aware of other related programs such as Ronald McNair Scholarship.

-This has been a very good experience for me. It has taught me social skills I can use in other areas of my life. I am pleased & honored to be a part of Operation Success.

-I'm so glad to be in SSS. My college experience has been so positively impacted by SSS that I am appreciative beyond measure. I plan to continue active participation in SSS through graduation- possibly thereafter.

-I really enjoy being part of the program and a tutor at the same. I love the job hear and intend on staying w/ the program and tutoring as long as I'm here. You're all a part of my extended family.

-I have lots of fun.

-I don't know where I'd be w/o this place. It's an anchor.

-Have enjoyed working with staff and tutoring students. A good overall experience! The office staff work hard and are knowledgeable and friendly people! I will miss them!

-I have been working here for more than one semester and I think I will continue till I graduate.

-I enjoyed the work and have always been able to count on help when I needed it.

-I enjoy meeting my students a lot to study together when they made what they want to, I was happy to see them. I also have a chance to get ideas to improve myself, too.

-My experiences as usual were good. I feel like I am doing something important for others and I am appreciated for what I do.

Results of Educational Needs Survey- 1998

Results/Conclusions

The results of the survey reflect the specific needs of undergraduate students enrolled in UC classes at WSU. More than half of the participants expressed a need to improve on all but one of the fifteen items on the Skill Development section and more than 65% of students surveyed felt the need to improve in Memorization, Time Management, Preparing for exams, Test Taking, Math Skills and Concentration skills. In general, participants expressed both a limited level of knowledge regarding campus services, and a need for more information about those services. In addition, surveyed students expressed unfamiliarity with all eight campus resources listed and a majority of those surveyed indicated a need for more information regarding employment opportunities, scholarships, budgeting skills, career guidance, financial aid procedures, income expectations, career interest testing and graduate school. A statistical breakdown of these results is attached.

Results

I need to improve on		Yes %	No%	Bad Response
1.	Listening skills	58.3	41.7	
2.	Memorization	73.7	26.7	
3.	Time Management	71.7	28.3	
4.	Study Environment	40.0	60.0	
5.	Preparing for exams	75.0	25.0	
6.	Note Taking	51.7	48.3	
7.	Textbook Comprehension	55.0	45.0	
8.	Writing	53.3	46.7	
9.	Test Taking	75.0	25.0	
10.	Math skills	65.0	35.0	
11.	Concentration	68.3	31.7	
12.	Communication skills	51.7	48.3	
13.	Stress management	48.3	51.7	
14.	Reading	53.3	46.7	
15.	Motivation	55.0	45.0	

Are you familiar with the following services ?

16.	Office of Career Services	51.7	48.3	
17.	Counseling Center	53.3	46.7	
18.	Writing Lab	56.7	43.3	
19.	Math Lab	46.7	53.3	
20.	Learning Resource Center	81.7	18.3	
		Yes %	No%	Bad Response
21.	Academic counseling resources	26.7	71.7	1.7
22.	Multi-Cultural Resource Center	20.0	80.0	
23.	Financial Aid Office	81.7	18.3	

Do you need more information on the following ?

24.	Employment Opportunities	58.3	41.7
25.	Transportation	16.7	81.7
26.	Relationships	33.3	66.7
27.	Self esteem building	43.3	56.7
28.	Daycare	16.7	83.3
29.	Housing	21.7	78.3
30.	Nutrition/Exercise	43.3	56.7
31.	Stress Management	48.3	51.7

Financial Aid information/ Career Guidance/ Graduate School

32.	Scholarships	71.7	28.3
33.	Budgeting Skills	53.3	46.7
34.	Career choices & options	71.7	28.3
35.	Geographical work preference	45.0	35.0
36.	Diversity in workplace	41.7	56.7

		Yes%	No%	Bad Response
37.	Financial Aid procedures	61.7	38.3	
38.	Income expectations	50.0	50.0	
39.	Career interest testing	63.3	36.7	
40.	Graduate School	60.0	40.0	

Academic Advising: Do you need help or information in these areas ?

41.	Academic Probation	25.0	75.0
42.	Major selection	55.0	45.0
43.	Graduation Requirements	73.3	26.7
44.	Degree progress check	56.7	43.3
45.	Dean's Honor Roll	38.3	61.7
46.	Are you Degree bound	80.0	20.0
47.	Academic dismissal	30.0	70.0
48.	Yearly planning of courses	63.3	36.7
49.	Graduation timeline	65.0	35.0
50.	Graduating with honors	51.7	48.3
51.	Academic Commendation	51.7	48.3
52.	Intend to graduate-WSU	76.7	23.3
53.	Father's highest level of education:		
	Did not complete HS-	25.0%	
	HS Graduate-	25.0%	
	Some College-	21.7%	
	Bachelor's Degree-	18.3%	
	Advanced Degree-	8.3%	
54.	Mother's highest level of education		
	Did not complete HS-	16.7%	
	HS Graduate-	33.3%	
	Some College-	23.3%	
	Bachelor's Degree-	18.3%	
	Advanced Degree-	6.7%	

		Yes	No	Bad Response
55.	Are you receiving Fin Aid	61.7	38.3	
56.	Transfer from 2 yr. college	15.0	85.0	
57.	Bachelor's degree-WSU	73.3	26.7	
58.	Complete degree-full time	15.0	85.0	
59..	Are you on probation	38.3	61.7	
60.	Previous TRIO	21.7	78.3	
61.	Level of education prior to WSU			
	Some HS-	13.3%		
	HS Diploma-	81.7%		
	GED-	11.7%		
	Assoc. Degree-	3.3%		
	Bad Response-	1.9%		
62.	Gender	Male-	45.0%	
		Female-	53.3%	
		Bad Response-	1.7%	
63.	Number in family including you	1 -	5.0%	
		2 -	11.7%	
		3-4 -	36.7%	
		5-6 -	33.3%	
		7+ -	13.3%	
64.	CItizenship	U.S. Citizen -		90.0%
		Permanent Resident -		5.0%
		International Student -		3.3%
		Bad Response -		1.7%
65	Family's yearly income			
		0-18,000...	20.0%	

Family's yearly income cont.	18,000-26,000	15.0%	
	26,000-35,000	11.7%	
	35,000-42,000	13.3%	
	42,000+	35%	
	Bad Response	5%	
66. Ethnicity	Native American	8.3%	
	Asian American...	8.3%	
	African American..	13.3%	
	Hispanic...	3.3%	
	Caucasian or other..	61.7%	
	Bad Response..	5.0%	
67. Age	17 -22	66.7	
	22-28	11.7%	
	29-35	1.7%	
	36-45	16.7%	
	46+	3.3%	
	Bad Response	3.3%	
68. Level in College	Freshmen	58.3%	
	Sophomore...	23.3%	
	Junior...	13.3%	
	Senior...	3.3%	
	Bad response..	1.7%	

		True	False	Bad Response
69.	I have trouble with reading	28.3%	68.3%	3.3%
70.	Time management problems	56.7%	40.0%	3.3%
71.	Childcare problems	8.3%	91.7%	
72.	I drink alcohol regularly	16.7%	83.3%	
73.	Don't know-campus resources	40.0%	60.0%	

		True	False	Bad Response
74.	Trouble saying what I mean	35.0%	65.0%	
75.	Not done well in school	33.3%	66.7%	
76.	I have trouble with writing	28.3%	71.7%	
77.	I have trouble with Math	51.7%	48.3%	
78.	University procedures confusing	16.7%	83.3%	
79.	Lack motivation in school	40.0%	60.0%	
80.	Work to support self & family	41.7%	58.3%	
81.	Trouble adjusting to university	78.3%	21.7%	
82.	Need money for books etc.	28.3%	71.7%	
83.	Difficulty public speaking	51.7%	48.3%	
84.	Lack family support-college	23.3%	76.7%	
85.	Spouse, boyfriend,girlfriend	13.3%	85.0%	1.7%
86.	Need advising for next semester.	36.7%	63.3%	
87.	Financially burdened-college	55.0%	45.0%	
88.	Need help-scholarship appl.	66.7%	33.3%	
89.	Unsure about chosen major	36.7%	63.3%	
90.	Not aware of career possibilities.	50.0%	35.0%	15.0%
91.	Don't know people at WSU	48.3%	36.7%	15.0%
92.	I use drugs regularly	1.7%	81.7%	16.7%
93.	Poor relationship-family	8.3%	76.7%	15.0%
94.	I feel alone on campus	15.0%	70.0%	15.0%
95.	Transportation problems	6.7%	78.3%	15.0%
96.	I do not have a mentor	41.7%	43.3%	15.0%
97.	I have trouble studying	43.3%	41.7%	15.0%
98.	Trouble speaking to instructor	20.0%	65.0%	15.0%
99.	No support from friends	3.3%	78.3%	18.3%

Qualitative and Quantitative Program Success

Student Support Services

Division of Student Affairs
Wichita State University

Grant Year 1997-1998

Student Support Services provides low-income and first generation college students with a multiplicity of academic support services enabling them to persist and graduate from Wichita State University. The Program provides an interconnected series of support services: study skill development to achieve academic success, peer tutoring to master course content, academic and personal counseling to build self-esteem and confidence.

WICHITA STATE UNIVERSITY
The Metropolitan Advantage

Qualitative

- **Student Focussed Tutoring**
  - -Individualized, personalized, semester-long
  - - Staff of 37 Tutors
  - -Tutors trained through workshop CESP 750E - Tutoring Techniques
- **Ninteenth Annual Awards and Recognition Banquet**
  - -Graduates (53), Scholarship winners (44) and Tutors (28) were honored
  - -La Vona Spencer, of the University College, was presented with the Student Support Services Teacher of the Year award
  - -Keynote Speaker, Dr. Eugene M. Hughes, President of Wichita State University.
- **Counseling**
  - -Academic, Career, Personal, Graduate school, Financial aid
- **Series of Educational and Cultural Enrichment Activities**
  - -Eighteenth Annual Cultural Spring Fling
  - -Study Skills Development workshops
- **Technology usage for Total Quality Management**
  - -Nine Computerized data bases facilitate continuous documentation, monitoring and evaluating services to students
- Highest level of funding for all SSS-TRIO Programs in the state of Kansas

Quantitative

- **250 students** received program services.
- **11%** of SSS students were on the Dean's Honor Roll.
- **12%** of SSS students received Academic Commendation.
- **87%** had cumulative GPA equal to or above 2.0.
- **40%** had cumulative GPA equal to or above 3.0.
- **481 credit hours** were supported through 1,874.3 hours of tutoring.
- Program services enabled students to be retained at WSU, while sustaining them on federal financial assistance in the amount of **$1,851,474.00.**
- **30 students** received program-based scholarships; Educational Opportunity Fund, Boeing Scholarship, Dr. Christine Thelen, the Jess Cornejo Scholarship and the Marion Hicks Scholarship.
- **15 tutors** earned College of Education credit through CESP 750E.
- **Retention of Students** - 72% of program students enrolled in Fall 1995 persisted through Fall 1996 in comparison to 52% of WSU's "eligible for Program services" population. (Source: Institutional Planning and Research).

BEST COPY AVAILABLE

Success Stories

Linda

Linda came to Student Support Services in the fall 1993 which was her first semester at Wichita State University (WSU). She was a twenty year old transfer student from Seward County Community College. She was transferring more than 60 credit hours with a grade point average (gpa) of 3.221. Yet she had not completed her college algebra, a basic skills requirement in WSU's General Education Program, and her grades in science courses were consistently low. She was pursuing speech language pathology which requires a master's degree and depends on solid science background.

Linda was away from home for the first time and was experiencing transitional challenges. She wanted help with her study skills, financial aid and financial management, degree planning and preparation for graduate school.

During the fall 1993 semester, Linda received tutorial assistance with her anatomy and physiology and later her college algebra. She used the computer to type papers. By October, she had found the Communicative Disorders and Sciences program unappealing and was investigating elementary education. Her Program Counselor provided her with financial aid options including information about USD 259's Grow Your Own Teacher Program. After investigating her options, she decided to continue in her degree program while considering multiple majors. Her math and anatomy test scores continued to be low. She had reduced her employment to allow more study time and was meeting with her instructors but not finding much assistance. In spite of her poor outcomes she felt better with her prospects after meeting with instructors late in the semester.

By late November, she was considering applying for a position as Resident Assistant in the dormitories. Her Program Counselor wrote a recommendation for her. She asked her Program Counselor to help compute her gpa after the semester with her expected grades. Though her first semester WSU gpa was 1.9, she looked forward to improving her outcomes the next semester. Just before going home for the holiday break, Linda learned that she got the job as Resident Assistant. She completed the semester on probation with a cumulative gpa of 3.000.

In January, Linda agreed to meet with her Program Counselor once a week after the semester had begun. These meetings were to keep him updated on her progress and for her to make plans to improve her academic performance. She rededicated herself to reading her texts and keeping her assignments up. The meetings though they did not occur every week involved opportunities to discuss her work in the dormitories, her class performance and her options for improving studying habits. For the first time Linda started to see success in her Communicative Disorders and Sciences courses and in March reported a 94% on an audiology examination.

Linda and her Program Counselor began computing the level of achievement she would need to remove her probationary status by the end of the summer session. Indeed, Linda achieved a 3.25 semester gpa and had probation removed at the end of the spring semester. As well, her

cumulative gpa was 3.032 after a 12 hour semester in major field course work.

During the summer, Linda enrolled in 6 hours at WSU and repeated algebra at Butler County Community College. She continued to work at the dorms. Therefore she did not have much free time nor much contact with Student Support Services. She was also investigating various graduate programs for continuing her education beyond her bachelor's degree. She completed her WSU courses with straight A's and her algebra with a B.

After celebrating her successes over the previous two semesters, Linda and her Program Counselor settled down to planning her final year in school and application to graduate programs. She repeated the last of the courses she performed poorly in her first semester at WSU. Student Support Services provided her a tutor for the anatomy and physiology class. She had much less contact with the program except for tutor contact. When she did contact her Program Counselor she reported that her classes were going well. She completed her repeat class with a B and the semester with a 3.189 cumulative gpa. In addition, she was ready to begin the graduate school application process in earnest.

When Linda updated her file for the spring 1995 semester, her greatest concern was her math scores on both the Pre-Professional Skills Test and the Graduate Records Exam. Student Support Services provided her with Cliff's Notes for the PPST. In addition, her Program Counselor agreed to write several letters of recommendation for her graduate school applications.

By April, Linda had been accepted to the Oklahoma State Speech Pathology program waiting list. At the end of the semester, she informed her counselor that she had completed all her requirements to graduate and that she had full admission to the OSU Communicative Disorders and Sciences program. She left in May for a summer at home before returning to school in Oklahoma. Linda graduated with a cumulative gpa of 3.190.

Jason

Jason came to Student Support Services in the Spring of 1991, his third semester at Wichita State University (WSU). He was a thirty-one year old returning adult student with twenty two (22) credit hours and a 3.066 GPA. He transferred nineteen (19) hours to WSU from military experience and from Embry Riddle University. His academic goal was to complete a baccalaureate degree in Aeronautical Engineering even though he had spent the previous two semesters completing 10 non-credit hours of remedial Mathematics.

A Wichita native, Jason spent eight (8) years in the United States Navy and six (6) years working at a Wichita aircraft manufacturer before returning to college. He was married with one child and was experiencing the challenges of returning to school after a long absence. He requested help with study skills, personal counseling, academic counseling. He also requested Tutorial assistance and involvement in Educational & Cultural enrichment activities. In particular, Jason requested academic counseling to help him in the transition to college level work. He requested tutorial assistance to help with basic skills requirements- English and Math. And he asked for personal counseling to help manage the

pressure of work, school and family obligations.

Jason lacked confidence in his writing abilities and in his overall ability to succeed in College, but with help from his Program Counselor and SSS tutorial assistance Jason was able to receive a better grade (B) in English 102 than he had received in English 101 (C) and received an "A" in Pre-Calculus Math.

The transition to college level work was the first of many personal challenges that Jason had to contend with. Over the next two years, he was laid-off from his job and dealt with the emotional pressures of divorce. He struggled to complete twenty two (22) credit hours over the next two and a half years (five semesters) and even sat out of school during the Fall of 1995 and moved to Oregon for a job opportunity that did not work out. In his own words, "If it wasn't for Student Support Services, it would have been real easy for me to drop out of school. He returned in the Spring of 1996 with a new determination and a new major. With the aid of his Program Counselor, he decided to get his degree in accounting. Since that time, Jason has completed sixty one hours with a 3.901 GPA and will graduated in December with a BS in Accounting.

Before leaving SSS for the McNair Scholars Program, Jason also received SSS scholarship assistance and served as a tutor.

Student Support Services Graduates 1997-98

Fall 1997
Patricia Clark
Francis Gagne Jr.
Elizabeth Green
Monica Gonzalez-Monta
Melton Hamilton
Marcia Harrison
Duane Harms
Rochelle Harper
Cary Hudspeth
Phu Le
Ann Merrett
Robin Nix
Amanda Khanh Ngo
Ricky Nguyen
Constance Pouyamehr
Camitha Salvant
R. Shay Smart
Jaime Tillemans
Mini Titus
Mark Wheeler
Laura Wilson
Kim Winfrey

Spring 1998
Gloria Brickhouse
Janet Cagle
Sonja Carraher
Michael Casados
Wendy Clemena
Jaya Escobar
Joseph Fortin
Bruce Gilder
Maribel Inkelaar
Michael Lindsey
Thanh Nguyen
Jaime Pedigo
Hien Pham
Mary Romero
Mona Smith
Sierre Usher

Summer 1998
Carol Gallegos
Kim Regehr
Mary Rich